



Teaching Guideline

This comprehensive manual is the primary resource for delivering training and preparing tutors and mentors. It provides a complete set of materials for organizing the educational process and offering professional support to all T&M system participants.

Key sections include:

- Insights into the PROMENT Program and the essential psychology of mentor-mentee relationships.
- Detailed descriptions of 12 specialized mentoring and tutoring schemes including an introductory overview, methodology, and a full toolkit .
- Tools for both formative and summative evaluation of learning outcomes.
- Mechanisms for monitoring effectiveness and ensuring consistent feedback.

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1. INTRODUCTION

This Teaching Guideline has been prepared by a team of authors - academic staff, teachers who have been working for many years in formal and non-formal education at universities and have extensive experience in teaching disciplines, preparing didactic materials, research, student support, and educational consulting. The reason for the preparation of the manual was the opening and arrangement of Tutoring and Mentoring Centers (T&M centers) within the framework of the project "Promoting Professional Education and Students Engagement through Comprehensive Mentoring and Tutoring System at HEIs" (PROMENT).

University studies are characterized by high complexity, a variety of academic challenges, and individual student needs that provide prospects for the development and expansion of knowledge. In this context, tutoring and mentoring are key tools that contribute to the achievement of educational goals and personal development of students.

Tutoring and mentoring in universities are becoming a real catalyst for students' academic and social growth, helping them to solve complex problems, providing support and mentoring, sometimes on the way to their own achievements and career success. The authors of this manual examine the importance and benefits of tutoring and mentoring, and provide recommendations and strategies for their implementation in the university environment.

By deepening your knowledge of tutoring and mentoring, you will be able to understand and effectively use these practices to improve the learning process and success of both students and academics. By learning more about individualized approach to students, you will create a favorable climate for academic growth and development.

The manual was based on the materials of the study of the best practices of tutoring/mentoring by the teachers of leading European higher education institutions in organizing, conducting, coordinating and controlling the quality of T&M programs, in particular, the University of Perugia, Vienna University of Technology, University of Aveiro, Silesian University of Technology.

This manual includes an overview of the T&M program, overview of the IT-platform, introduction to the psychology of mentor-mentee relations, description of 12 mentoring schemes – introductory section – overview, description of each mentoring scheme toolkit, quality assurance and performance control.

The manual will be useful for teachers, students, and employers involved in the work of a tutoring and mentoring center. Discover the opportunities that understanding and applying important pedagogical tools for improving the quality of higher education and shaping future leadership will bring. We wish everyone involved in the work of T&M centers success and creative inspiration!

2. OVERVIEW OF THE T&M PROGRAM

Tutoring/mentoring centers are to be established in the partner universities of Ukraine and Georgia to facilitate students' employability by developing their relevant professional competencies and civic engagement through a comprehensive system of training and mentoring in the partner universities as a response to labor market demands. The university T&M system will function on the basis of an integrated set of methods, algorithms and procedures, enriched by a special IT platform of the university's organizational structures, trained staff and active senior students. Taken together, it will become an element of a sustainable educational process that will develop and improve students' hard and soft skills as active participants in public life.

The activities of T&M centers are an important component of university education aimed at supporting and developing students. In order to better understand the essence of the center's work, it is necessary to define the concepts of mentoring and tutoring.

Mentoring is a process in which a more experienced, usually older and more qualified person (mentor) provides support, advice and shared experience to a less experienced person (mentee) to achieve personal, professional or academic goals.

Goals of mentoring. Mentoring can be aimed at improving academic skills, developing leadership skills, preparing for a career, or improving overall well-being and self-determination.

Functions of a mentor. A mentor gives advice, shares experience, provides constructive feedback and support in the necessary aspects of the mentee's life, contributing to his/her development.

Mentoring can be general, when a mentor provides support in various aspects of life, or specialized, when it focuses on specific aspects, such as academic career or personal development. In this program, we are talking about specialized mentoring.

Tutoring is a process in which a more experienced person (tutor) provides academic support and training to students to help them understand complex materials, prepare successfully for exams, and learn new knowledge (concepts).

The main goal of tutoring is to improve students' academic performance, promote their growth in certain subjects, and develop their independent learning skills.

Functions of a tutor. A tutor provides students with additional explanations, helps them solve specific problems or questions, and stimulates critical thinking and analytical skills.

Tutoring formats. Tutoring can be conducted individually or in groups. Individual tutoring focuses on the needs of a particular student, while group tutoring has students working together on specific tasks or projects.

Combining mentoring and tutoring can create a comprehensive approach to learning that provides students with both academic and personal support. Mentors can help students identify their academic goals, and tutors can help them achieve them.

Mentoring/tutoring programs at universities are certainly important for the personal and academic development of students, but it is important to understand that they should not replace the educational program, but rather complement it.

Here are some key arguments that explain why this is important:

1. The university curriculum is extensive and should provide students with a general knowledge and skills base in their chosen field. A mentoring/tutoring program, on the other hand, can focus on the individual needs and goals of the student, providing an opportunity to explore specific topics in depth or develop personal qualities.
2. Mentoring/tutoring programs can include opportunities for real-world learning, internships, or workshops where students can apply their knowledge in a practical way. This complements the theoretical knowledge acquired in the educational program.

3. Mentors can help students develop skills such as communication, leadership, critical thinking, and determination that are not always emphasized in the educational program. These skills can be important in professional life.
4. Mentoring programs provide an opportunity to create close relationships between mentors and students. This personalized approach allows for the individual needs and characteristics of students to be taken into account, which can be important for their success.
5. Mentors can be an important support for students in overcoming the difficulties and stress associated with their studies. Their support can help students improve their emotional state and maintain their motivation to study.

All of these arguments confirm that a mentoring/tutoring program is not an alternative to an educational program, as both have an important place in the learning process. They complement each other, creating a comprehensive approach to education that promotes both academic and personal development of students.

The activities of T&M centers at partner universities in Ukraine and Georgia are based on the implementation of 12 tutoring and mentoring schemes:

1. First year student tutoring
2. Mentoring & tutoring for IDP-students
3. Internationalization mentoring and tutoring for outgoing students
4. Buddy tutoring (international students, cultural and religious diversity)
5. Mentoring for students with disabilities
6. Young teacher mentoring
7. Gender mentoring
8. Local government mentoring
9. Digital mentoring
10. Professional mentoring
11. Green deal mentoring

The needs and requests from applicants regarding the work of T&M centers are:

- 1) targeted orientation to the future profession;
- 2) development of the necessary professional competencies 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.

The target groups are:

The first target group is university students at UA and GE - future graduates who are looking for their first job, improving their professional skills, trying to implement business, social or civic ideas. Their primary needs are related to the development of professional competencies in accordance with the requirements of the modern labor market (both hard and soft skills), as well as rapid adaptation to the regional economic environment. In addition, the specific needs for academic recognition of women's competencies, as well as the adaptation and civic engagement of students with disabilities, foreign students, refugee students from the occupied regions, etc. are particularly relevant for universities in Ukraine and Georgia. These problems are based on: 1) the lack of a comprehensive system for engaging university students in professional growth and development. The classical university education system is aimed at providing maximum information and transforming theory into practical knowledge. However, other elements of the competency model (skills and attitudes) are not sufficiently developed. Potential employers constantly note this competency gap. According to James Bessen, "Over the past decade,

employers have repeatedly reported that they are having a hard time finding workers with the skills needed for today's jobs" (James Bessen, *Workers Don't Have the Skills They Need - and They Know It*, 2014);

2) the official nature of student internships. In general, university students undergo various types of internships, but in most cases, due to the large number of students, this activity is formalized for enterprises and companies. Thus, the prospect of further adaptation of students to the professional environment through internships at the university, especially in the context of civic engagement and adaptation of minority groups, is really poor. This leads to the need to introduce new teaching practices to improve the quality of higher education and increase its relevance to the labor market and society.

The second target group is first-year students who face the problem of social adaptation to university. Being in a new environment, they feel confused, lonely, frustrated, and find it difficult to make more efforts to be fully involved in the learning process. The problem is even more serious for students with disabilities, displaced or international students. They face difficulties due to the language barrier, lack of knowledge of the country's culture, lack of interpersonal skills in a diversified environment, differences in the educational process and models of cooperation between teachers and students. For many young people in Ukraine and Georgia, these challenges are compounded by internal displacement due to military conflicts in the border areas and the constant threat of external aggression. In such a situation, universities must promote inclusive education, equality, justice, non-discrimination, and civic engagement.

The third target group is the university academic staff. Individual work with students involves development and growth, and requires extended pedagogical support. Teachers are looking for innovative methods to increase students' interest in the subject. They understand the importance of attracting potential employers to increase this interest. In addition, they focus on involving students in active university life and improving their interpersonal competencies. Thus, there is a constant need to improve the competencies of teaching staff and their continuous professional development in order to influence the long-term quality of the education system in Ukrainian and Georgian universities.

The rapid digitalization of the educational process in the context of online learning has a fundamental change in the teaching and learning environment, and necessitates the introduction of new innovative teaching and learning methods. This is due to the growing demand for universities to develop their own methods of assessing students' needs and interests, adhering to a student-centered and individualized approach to education. The topics students are interested in, their expectations regarding the fields of study, and the involvement of outside experts in the learning process are key factors in maintaining students' interest in education and ensuring their professional development. Modern methods should be based on a project-oriented approach, as well as on case studies and similar teaching methods.

A teacher should move in the same direction as the development of educational technologies does. This is also connected with the need to improve the mechanisms of training for university staff and students. Therefore, it will be extremely useful to use technology transfer from leading EU universities that are actively using such new methods. Best practices should be analyzed, generalized, and scaled up to the level of the entire program to maximize social impact.

In a broader perspective, HEIs feel the need **to cooperate with industrial partners**, and this is *the fourth target group*. While industrial partners are looking for work-ready graduates, on the other hand, universities in Ukraine and Georgia are seeking closer cooperation with the business sector in providing quality education for employment.

The Consortium partners propose ways to overcome the above problems by introducing a comprehensive practice of mentoring and tutoring in universities. Currently, tutoring and mentoring are practiced in almost all EU universities, while neighboring EU countries are only at

the beginning of the process. The implementation of the proposed project involves the use of international experience in the methods and forms of tutoring and mentoring.

Individualization of learning, the need to use different types of independent work in the educational process are the basis of tutoring and mentoring practice. Mentors and tutors who work in a wider format with students, providing organizational, psychological and other functions, can influence the formation of the applicant's personality. This affects the success of each student and the rating of teachers.

To summarize, universities should promptly implement new approaches to developing the competencies of graduates, which are becoming critical for the labor market after COVID and under martial law. The reform of higher education in Ukraine and Georgia necessitates a rapid response, the use of best practices from national and international experience, such as tutoring and mentoring, to ensure the quality of educational services provided by universities.

Ambitions of the tutoring/mentoring program. The goal of the mentoring program is to motivate students to acquire the necessary knowledge and skills for future positions, to provide comprehensive support in professional practical training in conditions as close to real life as possible. This scheme allows to establish mutually beneficial cooperation between a mentor and a mentee, to maximize a mentee's potential and to adapt a graduate to real working conditions.

The purpose of the T&M 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 effective and mutually beneficial communication and cooperation with progressive employers, managers, which allows creating a 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 future positions, to adapt them to real working conditions.

Values of cooperation between students and their tutors and mentors:

1. Stability.
2. Mutual understanding.
3. Equality.
4. Mutual respect.
5. Communication skills.
6. Mutual responsibility.
7. Honesty.
8. Professional ethics.
9. Efficiency.
10. Cooperation.

The principles of mentor-mentee work are:

1. **Trust and mutual respect.** Mentoring involves creating a trusting relationship between mentor and mentee. This requires mutual openness, respect for each other's opinions and experience.
2. **Purposefulness.** Mentoring should be aimed at achieving specific goals set by a mentor and a mentee. Goals should be set based on the needs and ambitions of a mentee.
3. **Individual approach.** A mentor should understand the individual characteristics, needs and potential of a mentee. The mentoring program should be adapted to the specific situation.
4. **Skills development.** A mentor should help a mentee develop specific skills that are important for achieving goals. This may include both academic and interpersonal skills.
5. **Advice and constructive feedback.** A mentor provides advice and constructive feedback to help a mentee develop and solve problems.

6. **Support and motivation.** A mentor provides psychological and moral support to a mentee, encourages him/her to achieve goals and overcome difficulties.
7. **Joint learning and interaction.** A mentor and mentee can study new materials and solve problems together, collaborate on projects or research.
8. **Temporal regularity.** Meetings between mentor and mentee should take place regularly for effective learning and progress monitoring.
9. **Shared responsibility.** A mentor and mentee should feel jointly responsible for the mentoring process and the achievement of goals.

These mentoring principles provide a framework for effective support and development of university students. They help to ensure that mentoring is targeted, individualized, and focused on student success.

University tutoring is based on specific principles aimed at providing students with quality academic support and developing their skills. Here are the main principles of tutoring at the university:

1. **Academic support.** Tutoring is aimed at providing students with additional academic support in studying specific subjects or topics. Tutors help students understand complex materials, solve problems, and prepare for exams.
2. **Individual approach.** Tutoring should be individualized, taking into account the needs and level of preparation of each student. Tutors adapt their approach and teaching methods to maximize understanding and successful learning.
3. **Active learning.** Tutors promote active learning by encouraging students to ask questions, discuss topics, and solve problems. This helps them to better absorb the material and develop critical thinking.
4. **Support for independent learning.** Tutors teach students how to solve problems and research material on their own. They provide tools and techniques for effective self-study.
5. **Advice and constructive feedback.** Tutors provide students with advice and constructive feedback on their academic development. This includes providing recommendations on how to improve academic skills.
6. **Practical exercises and business games.** Tutoring can include practical exercises, labs, and business games that help students apply what they have learned.
7. **Flexibility.** Tutors should be flexible in their approach and work schedule to meet the needs of students.
8. **Collaboration with teachers.** Tutors can collaborate with teachers to ensure complementary academic support.
9. **Progress monitoring.** Tutors track students' academic progress and provide information about their achievements.
10. **Supporting student self-determination.** Tutoring promotes self-determination and supports students in choosing their path of study and career.

These tutoring principles provide a framework for quality academic support for university students. They help ensure that tutoring is effective and useful for students' learning and personal development.

In the work of tutoring/mentoring centers, counseling and coaching methods can also be used. It is important to understand the difference between a consultant, a mentor, and a coach (they seem similar, but are actually different activities).

A consultant is a specialist who advises on his/her own topic. That is, a marketing consultant can help build a marketing system. Or they can give advice to the same manager on something in which he/she has less experience. The goal of a consultant is to communicate a solution and help implement it.

A coach usually helps people separate the main from the secondary, achieve their goals, and prioritize them. This is not about learning a profession - the focus here is on developing the skill of growth. The goal of a coach is to close the request of the person with whom they work. Coaches study in special programs, receive accreditation, and have detailed work methods.

A mentor does something very similar to what a consultant does, because they help you better understand your professional field. But the mentoring approach is also about support and motivation. The mentor's task is to comprehensively solve the client's (mentee's) problem: to explain the basic theory of the solution, help with its implementation in the right context, and then evaluate the result.

The criteria for matching a mentor and a mentee are a common system of leadership and management values, leadership philosophy, desire to learn and develop, career aspirations, ambitions and compatibility with the mentor's experience and field of activity, and a desire to make a career in a particular area of law at a particular government agency.

After selecting a mentor, mentees are actively involved in the mentoring relationship, regularly reporting on their progress, seeking advice, and taking into account the mentor's feedback when implementing their project.

Mentors should be empathetic, creative, and honest, because a mentee needs someone who cares about them and invests their time and experience in their professional growth, as well as 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 tracking progress. In addition to scheduled meetings, additional support can be provided by maintaining open lines of communication via Telegram, Viber, WhatsApp, and email.

Approaches to mentor-mentee interaction may vary depending on the specific context and 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 counseling and to discuss issues related to academic or professional goals. Individual meetings allow the mentor to pay attention to the personal needs and goals of the mentee.

- 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 discussion, mutual support, and exchange of experience between mentor and mentees. An approach to promoting collective learning and developing the communication skills of groups of participants.

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

- Remote work. If 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 a mentor and a mentee to interact from anywhere and at any time convenient for them.

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

- Flexible schedule based on desires and needs. Some mentors and mentees may need a less formal approach, where meetings and communication occur on an as-needed or uninterrupted basis. This approach can be useful for encouraging proactive questions, responding to immediate needs, or simply accommodating a mentor's and mentee's schedule.

Teaching methods in mentoring

As already mentioned, mentoring is an effective tool for the growth of confident and experienced professionals in various fields of knowledge. The effectiveness of the process of cooperation between a mentor and a mentee depends on the methodologically justified choice of teaching methods. Teaching methods are the ways, approaches, and methods of work of a mentor and mentee with active participants of a particular educational product.

The trainer's use of various teaching methods depends on the goal and the final predictive result, as well as the awareness of what skills we plan to form or develop, and motivate for further activities.

Teaching methods in mentoring can be typologized according to the following features:

- on the basis of the form of material presentation and the degree of students' involvement in the applied aspects of mentoring (active and passive methods)
- on the basis of active interaction (interactive methods);
- on the basis of the level of cognitive activity and the ability to critically analyze information and process it (critical thinking methods);
- on the basis of solving situational tasks (case study method);
- on the basis of the development of information and media literacy (methods and technologies for conducting media literacy games).

Today, passive teaching methods (lectures, mini-lectures, stories, conversations) are quite traditional, while active and interactive methods in mentoring contribute to the professional growth and motivation of mentees and tutors.

Interactive methods

Among the modern interactive methods are the following (according to Olena Pometun's methodology): https://nvk-licey.at.ua/_ld/0/2_BTn.pdf :

- Openwork saw
- Aquarium
- Active listening
- Questionnaire-gazette
- Desirable. It is obligatory. Impossible
- Continuous scale of opinions
- Blitz discussion
- Mutual learning
- Business cards
- The wind is blowing
- Public hearings
- Debates
- Debates in the Karl Popper format
- Decision tree
- Discussion
- Discussion in the style of a TV talk show
- Dialogue
- Essay
- What I am leaving with
- Take a stand
- Expert group meeting (or loop discussion)
- Getting to know each other
- Name and gesture
- Name and character

- Interview
- Circle of ideas
- Concentric circles
- Round table
- Letter and self-assessment
- Net or balls
- Microphone
- Target
- Brainstorming session
- Brainstorming in a general circle
- Brainstorming in pairs
- Teaching - I learn
- Incomplete sentences
- Discussion of the problem in a general circle
- Sharing problems
- Think about it/pair up/exchange ideas
- One stays / three go
- One minute
- In a word
- Evaluative discussion
- Web of discussion
- Paraphrasing
- Shuffle / stand still / pair up
- Written debate
- Search for information
- Making rules
- Hidden "treasures"
- Public forum
- An empty chair
- Reflection
- Work in small groups
- Work in pairs
- Roles in group learning
- Roles during the discussion
- Role play (acting out a situation by roles)
- Rotational (changeable)
- Symposium
- Synthesis of thoughts
- Situational modeling (simulation or business games)
- Situational modeling (simulation game)
- Joint survey
- Joint project.

Below we will characterize the most effective methods aimed at making participants aware of the specifics of pair and group interaction:

Brainstorming is a method for collecting the largest number of ideas and facts. It can be used at the initial stage of work to orient the group or to "move" the group into the problem / task in the process of work.

Basic principles of brainstorming:

1. Every contribution is valuable:
 - even strange and extravagant ideas;
 - even complex and confusing ideas;
 - and especially ideas that seem ridiculous.
2. Non-judgmental perception:
 - We will not evaluate each other's ideas;
 - we will not review our own ideas;
 - we will save these ideas for future discussion.
3. We can change the process before it starts or after it ends, but not during the process.

Algorithm of conducting:

Brainstorming - 1 (for online learning):

- formulate the topic of brainstorming
- everyone individually records their ideas in a notebook / electronic document / in a chat in individual messages
- open an interactive whiteboard with stickers jamboard.google.com, miro.com
- each / or mentor records a certain number of ideas
- then grouping of ideas / determination of the most appropriate ones / decision-making takes place.

Brainstorming - 2

- formulate the topic of brainstorming
- 10 ideas each individually
- work in groups - discussion of ideas - selection of 5-7 common ideas from the group
- open an interactive whiteboard with stickers jamboard.google.com, miro.com
- one representative from the group / or teacher records a certain number of ideas
- then grouping of ideas / determination of the most appropriate / decision-making takes place

The "space" for brainstorming can be provided through a prepared presentation, for example, according to a template on canva.com.

The World Cafe method

The authors of the World Cafe method are J. Brown and D. Isaacs.

- Purpose: to collect information, exchange opinions of a large number of people.
- When to use it: used for large groups to discuss a complex issue.

Algorithm of conducting (for online interaction of participants):

Procedure with fixed online groups:

1. Identify and agree in advance on the main topic of discussion and sub-topics/questions to be discussed on the tables;
2. Divide the participants into groups, introduce the topic and subtopics;
3. At each table, identify one participant - the "table host" - who will be a "guest" to other groups;
4. Announce once again who is in which group, indicate the timing and move the participants to the session rooms. The "table host" records all the ideas voiced on the padlet.com board or in a document that is distributed to each group. When the time is up, transfer the participant to another group;
5. When the host comes to another group, he/she briefly describes what happened and what ideas were expressed by the previous group(s). Then the participants communicate on the stated topic, and the host records everything;

6. At the end, the host returns to his/her group. The results are summarized. It is decided who will present from the group.

Case study method

One of the main methods of teaching during practical classes and trainings is the case study method.

This is a method of active problem-situational analysis based on learning by solving specific tasks - situations (case studies).

Algorithm for working with a case (according to O. Sydorenko, V. Chubata, 2020):

1. Individual work with the text of a specific situation with writing comments.
2. Discussion in small groups - in session rooms. Fixing the answer on flipcharts (offline) or in padlet.com (online).
3. Formulation of the problem (need) and selection of the best formulations (frontal brainstorming followed by discussion).
4. Putting forward hypothetical answers to the formulated problem questions (brainstorming within small groups).
5. Testing hypotheses based on other available sources (group work).
6. Presentation of the solution (small groups).
7. Public presentation and group discussion.
8. Mentor summarizes the results of work with a specific situation.
9. Reflection on the proposed solutions to the problem.

Interactive methods and forms of media literacy development

These methods can be used by media literacy trainers and mentors who implement media education and critical information consumption skills in educational activities.

Among the most common methods in the program of educational trainer T. Ivanova are the following:

- Methods of selecting and searching for information.
- Methods of systematizing and ranking information.
- Methods aimed at developing analytical thinking in working with information.
- Methods of developing skills in evaluating and decoding information.
- Methods of tolerant persuasion and development of tolerance skills
- Methods that develop media hygiene and life management skills
- Methods and exercises that develop fact-checking and information verification skills.

3. THE NECESSITY AND OVERVIEW OF THE IT-PLATFORM

The online mentoring IT platform is a necessary element of the university tutoring/mentoring system. The main purpose of the IT platform is to support the functioning of the mentoring system and automate the work processes of the University T&M Center, namely:

- informing and presenting mentoring programs to the general public;
- search, assistance in registration and provision of resources for mentors and tutors;
- creating, supporting and assisting tutoring and mentoring groups;
- assistance in planning and conducting various events and mentoring sessions;
- conducting surveys, analyzing the system's functioning and generating reports.

The structure of the IT platform is organized on a modular basis to ensure maximum efficiency, scalability and simplicity of maintenance. It should include:

1. User Management Module provides registration, profile creation and storage, authorization and permission management for 4 types of users (administrator, program coordinator, mentor, mentee);
2. Matching and Forming Mentoring and Tutoring Groups Module (an algorithm for selecting mentor-mentees and tutor-tutees based on profile data and established criteria);
3. Online Communication Module (video conferencing and messaging system in the mentoring group);
4. Event Planning Module (with an integrated Google Calendar for personal scheduling of meetings, conferences, and other events);
5. Resource Management Module (provides access to disks for storing files in the simplest version, and integrates a version control system to track changes to documents);
6. Activity Tracking, Reporting and Analytics Module (allows you to automatically track the progress of mentoring groups, view activity and results, and generate reports on activities);
7. Training and Support Module provides users with training materials, contains a help system, includes a chatbot for assistance, etc.

The IT platform will obviously use a 3-tier architecture consisting of:

1. a database server,
2. web server and
3. the user part.

The core of the IT platform is a database that stores and processes data on mentoring programs, their participants and activities within these programs, as well as other various data. The web server is implemented as a server application that includes basic modules, processes requests from users, and provides various services to support and maintain mentoring programs. The web-client allows users to access the server, enter and retrieve data from the database, and generally use all the functions of the IT platform through a web browser.

The IT platform can be hosted either on a university server or on a commercial hosting service. Consideration should be given to using cloud services to ensure scalability and accessibility. The IT platform should be user-friendly and provide inclusive access for users with disabilities.

The IT platform use cases include:

1. Overview and presentation of the IT platform
2. Contextual assistance and training on how to use the IT platform
3. Registration of a T&M Center for the university
4. Registration and visualization of mentoring programs
5. Registration + mentor / tutor account
6. Registration + mentee / tutee account
7. Creating applications (questionnaires) for mentors / tutors
8. Creating applications (questionnaires) for mentees / tutees
9. Matching applications (questionnaires) of mentors and mentees and forming mentoring groups for a specific mentoring program
10. Generating/creating an individual program for a mentoring group of mentor/tutor + mentee / tutee
11. Support for mentoring group sessions (plans, meetings, diaries, presentations, results, etc.)
12. Analysis and reporting (statistics, session results, competitions, etc.)
13. General administration of the IT platform.

4. INTRODUCTION TO THE PSYCHOLOGY OF MENTOR-MENTEE RELATIONS

The modern development of human potential requires special attention and intensive development of a specialist, because the human condition and capabilities are focused on the wider use of technologies and methods of the educational environment. Every day, any employer insists more and more on training employees, which, in turn, creates the need to select the most effective, modern and high-quality forms and areas of training. Mentoring is one of them. Today, mentoring is of great importance for educational institutions of various types, organizations, and large corporations because of the unique opportunity to provide themselves with qualified specialists.

However, it should be noted that not every educational institution or organization implements mentoring as a tool to improve the level of knowledge or qualifications of a specialist. This concept is usually associated with helping new employees adapt to the team during the first months of work, while they are on probation.

The practice of tutoring or mentoring (from the Latin mentor - educator, leader) is now perceived by scientists and employers as a social institution of adaptation. However, despite the deep roots of mentoring traditions, there is no single established definition of this term, and the most commonly used terms are "supervision," "mentoring," "counseling," "coaching," etc.

In our country, mentoring (tutoring) in secondary education has been known since Soviet times. Today, it is increasingly discussed at professional conferences, trainings, seminars, etc. Speaking about the mentoring system itself, the activity of a mentor in secondary education institutions is now formalized (a mentor is assigned to a young specialist by order of the head of the organization, while mentoring is financially rewarded), which is regulated by the Law "On Complete General Secondary Education" of January 16, 2020, which enshrines the concept of a pedagogical internship for persons who have no experience in teaching.

It has been established that mentoring in Ukraine functions mainly informally, and there are no official mentoring programs operating on the basis of higher education institutions. Mentoring is one of the possible options for organizing the interaction of specialists, which allows simultaneously solving the problems of adaptation, training, motivation and psychological support of staff. The exchange of experience between a mentor and a mentee for the purpose of professional development can be realized in the form of various trainings, master classes, workshops, etc.

Mentoring, or in other words tutoring in the classical sense, is understood as a way of transferring skills and knowledge to a young specialist from a more experienced employee of an organization or educational institution. As a rule, this is a qualified specialist who has been working in the organization for a long time and can introduce a new employee to the course of work. Mentoring allows for direct counseling and ready-made advice, because, on the one hand, a mentor supports his/her mentee in orientation in new conditions and in reflecting on the experience gained. On the other hand, this learning process is mutual, as both a mentor and a mentee are constantly learning from each other. Of course, each learning process is subject to certain principles.

A mentor is a specialist who must have a sufficient amount of knowledge, skills and abilities (professional and managerial), a desire to work with a young specialist, and be sensitive, disciplined, responsible, sociable, etc. A mentor is necessary for young professionals in the first place, as well as for those professionals whose professional potential has decreased or whose labor productivity has decreased.

Thus, speaking of mentoring as an educational process, the following features should be emphasized:

- partnership and voluntary relationship between a mentor and a mentee: participants in the mentoring process are equal, respect each other's views, and do not judge them. Neither a mentor nor a mentee can be forced to work together. A mentor must adapt to a mentee's needs and focus on the issues that are important, because it is a mentee who chooses the topic. A mentor does not have to share all his/her knowledge and tools, but chooses those that are necessary in a particular situation.
- a mentor's belief in a mentee's potential and resources, which he/she helps a mentee to find, in particular, by using the right questions. When advising, a mentor shares his/her experience, but at the same time does not give ready-made solutions and does not preach.
- a mentor must perceive a mentee both in terms of the current situation and the past and future plans. Therefore, it requires a holistic approach to a mentee's personality and a generalization of his/her life experience and professional characteristics.
- mentoring is based on the motivation of both parties. If a mentee or a mentor is not motivated to develop and engage in the activities that mentoring is aimed at, it is worth reconsidering the content of the cooperation.
- mentoring implies mutual respect and recognition of the competencies of both parties and a willingness to learn from each other.

A mentor's tasks:

- unlocking and actualizing a mentee's potential;
- development of long-term internal motivation;
- continuous and ongoing feedback that develops self-awareness; - general identification and analysis of a participant's strengths and weaknesses;
- support for a mentee in the challenges he/she faces;
- stimulating a participant's creativity and ingenuity;
- revealing a mentee's leadership qualities and realizing his/her influence on other people;
- analysis of possible career paths, analysis of risks and opportunities;
- development of personal and social competencies;
- setting goals and periodically reviewing their achievement (goals related to, among other things, education, personal development and career);
- developing sensitivity to the surrounding world, stimulating curiosity, encouraging the search for truth;
- learning to manage oneself and life with passion and enthusiasm;
- caring for live and constant communication with a mentee, planning, ensuring compliance with agreements, caring for the integrity of the mentoring process;
- discussing proposals for tools and methods to structure the process;
- responsibility for ensuring the purpose and outcome of the training.

Effective mentors play a crucial role in the psychology of mentoring, as their activities are aimed at developing an individual career, as well as supporting the health and development of not only the young specialist, but also the industry as a whole. Mentee teachers who have received good mentoring can use all the skills developed by a mentor to become good mentors themselves in the future. Analyzing the tasks faced by mentors, we can assume that the mentoring relationship is a one-way process from mentor to mentee. In other words, a mentor is a role model who can open doors to the profession, provide interesting ideas, guidance and emotional support, and simply benefit his/her mentee.

It is clear that a talented mentor can turn any young professional into a talented specialist. All of the mentor's activities are focused on the mentee's growth, motivation, and interests. But does a mentee really need it? Sometimes young professionals do not feel mentored for several reasons: young professionals do not see the need for a mentor; a university professor has become an informal mentor, and the relationship between the former student and the professor has been

maintained; confidence in the career has been built through the involvement of students in research, conferences, etc.

Analyzing the above, we can understand mentoring as an appeal to the specialist's internal resources, self-values, which allow us to identify the supporting individual living points of professional self-awareness (personal and professional capabilities, needs and anxieties, aspirations and expectations, the degree of saturation of emotional inner life, the ability to trust oneself, etc.) and make the specialist's personality more flexible and open to new experiences. Mentoring is one of the most time-consuming and multifaceted types of professional activity in the field of human-to-human relations.

A prerequisite for the effectiveness of professional training of future skilled workers is the development and implementation of learning technologies based on the creation of situations of experience, reflection, search for solutions, and the gradual transformation of knowledge into an active process of the educational context based on the principle of "learning through action," which is what mentoring is.

In psychology and pedagogy, mentoring is defined as professional support. The purpose of such support is to overcome professional difficulties, analyze and eliminate shortcomings, improve work organization, stimulate motivation for professional activity, comply with standards of educational services and ethical norms, prevent professional burnout, and provide emotional support. An important requirement for a mentor from this perspective is to have experience in mentoring and practical work in the chosen field (e.g., secondary or higher education). A mentor should formulate recommendations on the frequency of meetings or classes, content, holding methods, requirements for organizational, technical and ethical conditions, structure, algorithm of the meeting cycle, and documentation.

Thus, today we can outline the main trends in the understanding of mentoring within psychological science:

- as practice-oriented training of young professionals;
- as self-analysis and reflection of professional behavior of mentees;
- as a form of professional development (when it comes to special practical activities that improve the professional skills of mentors);
- as an assessment of the counseling process (activities of a mentee) through a mentor's feedback;
- as a change in perceptions of their professional situation;
- as a means of learning the norms of professional standards;
- as a form of emotional support;
- as a form of professional support;
- as control and assessment of professional skills;
- as a form of assistance in professional difficulties;
- as a technology of professional awareness and personal self-knowledge;
- as a means of realizing one's own feelings and developing emotional maturity.

Mentoring is a unique and effective method of professional support for employees (managers and subordinates, highly professional and beginners) aimed at developing practical skills (knowledge and skills of a professional) through reflection on the subjective components of professional interaction and attitudes towards the mentor-mentee pair, colleagues and oneself, which results in the correction and regulation of emotional and volitional processes.

Many scientists, studying the issue of improving the effectiveness of the professional activities of young teachers, consider the introduction of psychological support to be a necessary condition for their activities. They need professional and psychological support to fulfill their duties at the educational institution.

Psychological support for the professional activities of young professionals (mentees) allows for their selection and adaptation, training and motivation, and includes psychodiagnostic, psychoprophylactic and training technologies for working with a mentor. Such work should include organizational measures aimed at formal and informal communication, interaction of different specialists, discussion of work situations and exchange of experience. This form of mentoring is most in demand by heads and specialists of educational institutions.

In the process of free exchange of experience of senior colleagues with younger ones, a mentor, using a well-known psychological counseling technique, creates a special atmosphere of safety and security, a kind of specific zone that facilitates free discussion of professional difficulties, awareness and acceptance of various feelings (including negative ones) that accompany professional activities, and, as a result, form a positive attitude towards the profession. The process of individual development of a specialist should include the awareness and acceptance of negative emotions or professional failures as natural and logical stages of professional growth.

Thus, mentoring is a type of psychological counseling that corrects and regulates emotional and volitional processes, as well as enriches the knowledge and skills of a professional. In addition, mentoring must be based on reflection and awareness of personal difficulties in communication between mentees, as this is a psychologically adequate way to improve the skills and professional development of young specialists. Mentoring is a form of practical training and psychological support for young professionals working with people and children that cannot be replaced by other educational and psychotherapeutic technologies.

The analysis of numerous scientific articles and the study of the experience of universities in the development of mentoring practice show that universities that train specialists in the field of knowledge 01 "Education/Pedagogy" within the field of psychological and pedagogical education provide students with training that allows them to form a holistic view of mentoring in pedagogical activity, its structure and principles. It is clear that the focus of the educational process is on mastering the skills necessary for the effective organization of the educational process in secondary school. However, a mentor's task is to reveal the importance of his/her assistance aimed at shaping the pedagogical thinking of a young specialist, developing the ability to reflect on the phenomena of social and pedagogical reality, substantiate social and pedagogical problems, and take a technologically competent approach to solving them.

The ethnopsychological factor in mentoring is also important, because, determining the complexity of its place and role in the educational process, we emphasize the need for ethnopsychological training of a specialist, that is, to emphasize the general ability of a young specialist to behave tolerantly towards others.

Mentoring is a central component of any professional training, and with the growing need to monitor and evaluate the quality of young professionals' work, it is becoming an essential part of continuous professional development for both mentors and mentees. Mentoring is by far the most effective tool for practical training and development of specialists (learning through action), at least because a mentee's professional training will be of high quality, methodologically sound and implemented. A young specialist does not have to gain experience from scratch and use it as an experimental platform, which inevitably leads to professional mistakes and difficulties in the profession, but, based on his/her knowledge, allow for advice and correction by a mentor. No other method takes into account the subjective components of professional interaction so intensively.

Mentors are competent, experienced practitioners whose knowledge and experience help solve mentee's problems; scientists or educators involved in practical projects and engaged in research activities. They combine a deep theoretical understanding of the content of their activities with practical experience in real-life situations, and often participate in monitoring and evaluating the effectiveness of educational activities.

A mentor should have many years of experience in practice, have knowledge of all areas of social and psychological counseling; be able to explore their authenticity and build relationships

of trust, openness, and security; and adhere to ethical norms and rules. Particular attention should be paid to adherence to ethical standards, as this not only contributes to raising the professional level, but also maintains the professional prestige of the profession. In addition, mentors can also benefit from a successful mentoring relationship by enjoying the satisfaction of helping to develop the next generation of leaders, talented teachers, psychologists, etc., feeling rejuvenated in their career development, learning to use new technologies, or realizing important issues, methods, or perspectives in their profession.

Thus, the results of mentoring activities can be:

- a more comfortable process of adaptation in the team;
- promotion of career growth and professional development;
- evaluation of new employees' performance during the probation period.
- ensuring that a new employee quickly acquires the skills and knowledge necessary for the successful performance of professional duties;
- reducing staff turnover by reducing the number of employees who leave the educational institution or organization during or immediately after the probation period;
- optimization of time spent by department heads on training and evaluation of new employees;
- mentors' gaining experience in managing and training employees for further professional and career growth. Indeed, mentoring is quite diverse in terms of types, forms and methods of organizing training, as well as effective in terms of implementation results and professional growth.

Moreover, mentoring helps young professionals to develop or improve the necessary skills faster. It is worth noting that the mentoring system should be activated from the moment an employee is appointed to a position in an educational institution or organization to help speed up the process of adaptation of a young specialist in the team. An important aspect of mentoring as a method of developing young professionals is that it does not require interruption of the work process. Thus, during the entire period of mentoring, the young specialist remains in the workplace and continues to perform his/her professional tasks. Furthermore, the mentoring process itself is based on solving typical work tasks, which automatically solves the problem of the mismatch between theoretical training and practical activities. Therefore, mentoring is the most effective tool for sharing knowledge and practical skills. For this reason, in order to ensure the effective operation of an educational institution or organization as a whole, prevent staff turnover, strengthen corporate culture, and successfully influence young professionals, it is necessary to restore the real work of mentors and stimulate their activities. The effective work of mentors in working with young professionals will help to form and maintain a favorable motivation for professional activity. This requires the full use of the mentoring system in working with young professionals, the practical implementation of well-known methods and the development and implementation of new effective methods of attracting and encouraging experienced employees to work as mentors.

5. DESCRIPTION OF 12 MENTORING SCHEMES

5.1. INTRODUCTORY SECTION – OVERVIEW.

The introductory section of a mentoring scheme provides a foundational overview of the program, setting the stage for mentors and mentees to understand their roles and expectations. Each mentoring scheme has its own introductory section which consists of the next parts:

1. Initial conditions where one can find the relevance of the scheme and characteristics of the target audience, their needs, requests, problematic and painful aspects, features and risks caused by the socio-economic and psychological state, cultural traditions and environment; their aspirations, goals, prospects.
2. Vision of the target audience after and due to mentoring/tutoring as the global vision of the target audience and its future after and due to mentoring/tutoring (without detailing at the level of specific skills, abilities and knowledge).
3. The ambitions of mentoring/tutoring which could be understood as the reason for the existence of mentoring / tutoring, which determines its impact on the target audience, the mentee / tutor. It also reflects how the future desired state specified in the vision is achieved as a result of the application of the mentoring / tutoring scheme.
4. Values as the list of basic, fundamental principles.
5. The aim of the mentor/tutor's cooperation with a specific target audience. Here one can find goals and the final result that must be achieved through tutoring / mentoring, including what competencies (knowledge, abilities, skills) and qualities should be formed in the mentee/tutee to achieve the desired future state described in the vision.
6. Methods include the engagement of mentors/tutors and a portrait of mentor and tutor; principles and approaches of their involvement; selection of mentee/tutee and a portrait of a mentee \ tutee; principles and approaches of their involvement; mentor-mentee, tutor-tutee interactions; ways of organizing communications between participants, methods of influence and transformation (training, coaching, facilitation, motivation, personal support, counseling, mentoring, etc.)
7. Mentor-mentee, tutor-tutee interaction approaches. Here should be told about the techniques that will be used (group or individual work, classroom or remote, systematic - episodic, according to the established schedule or according to request and need).

The second chapter of each scheme “Model of the mentoring \ tutoring scheme” consists of the following parts:

8. Algorithms for selecting mentors/tutors and mentees/tutees. Detailing and specification of 6.1, 6.2. in a structured form (lists, flowcharts, etc.).
9. Procedures include the information about the organization of mentor-mentee, tutor-tutee interaction; the issues of quality monitoring, performance control and level of satisfaction evaluation (based on pre-defined criteria and indicators).
10. Forms of work where one can find the description of applied forms of work (joint projects, internships, consultations, presentations, discussions, etc.). This part is described in more detail in Chapter 5.2. of this Guideline “Description of each mentoring scheme toolkit (consultations and discussions, group workshops and seminars, internships, training courses and workshops, practical training, joint projects, mentoring sessions, etc.)”
11. Information support. Here should be told about the characteristics of the source of information about potential mentors/tutors and mentees/tutees, as well as the sources of obtaining it: databases or registers and their components, their characteristics and features. If necessary and possible - software used to process this data in databases, including associated with the selection and matching of mentor-mentee, tutor-tutee.

12. Resource provision. Here one can find the information about specialized classrooms, equipment, software, qualified personnel for the organization and implementation of mentor-mentee / tutor-tutee interaction.
13. Regulations as some internal regulations of the Higher Education Institution regarding the procedures in mentoring/tutoring; mentoring/tutoring standards, including a list of competencies.
14. Methodological support where one can find manuals, guides, advisors, methodical instructions, instructions, etc., which describe the methodical and applied aspects of implementing mentoring / tutoring in higher education institutions (as provided in the Work Package).
15. Infrastructural support for mentoring / tutoring in higher education institutions as structural units that support the process, their information support.
16. Psychological support for mentoring / tutoring in higher education institutions: psychological portrait of the target audience, its specifics, risks, potential psychological problems or difficulties, methods of identifying and leveling them. Psychological support for mentees/tutees; mentors/tutors, other stakeholders and participants (if necessary). Consultations are possible for the mentors/tutors themselves, both to strengthen psychological stability for readiness to work with the mentee/tutee, and for psycho-emotional relief, as well as for the formation of skills in monitoring the state of the target audience and possible psychotic changes and negative manifestations, surges of emotions, skills to avoid them, reduction, switching. Psychological support of the mentee/tutee (consultations or trainings, personal or group) for the correction of the psycho-emotional state (if necessary or upon request), relief, motivation. Periodic monitoring of this state and its changes. It can be carried out as needed, on request or systematically/periodically as an integral element of mentoring / tutoring, taking into account the specifics of the target audience and the purpose of the scheme (if applicable).

All methodological schemes contain common methodological foundations that allow them to be used to achieve the set goals. This common methodological foundations of a mentoring/tutoring scheme typically include the following key principles and parts:

1. Values and principles.
2. The issues of quality monitoring, performance control and level of satisfaction evaluation.
3. The information about IT-platform.
4. Qualified Personnel for the organization and implementation of mentor-mentee / tutor-tutee interaction.
5. Regulation for implementing the mentoring program within the university.
6. Agreements with a mentor and with mentee as a part of methodological support.

These methodological foundations form the basis for a successful mentoring/tutoring scheme, creating an environment where mentorship is structured, effective, and supportive of mentees' personal and professional development.

1. Values and principles.

An important basis for creating mentoring schemes is a shared vision of value principles for further work. Values underpin the foundation of mentoring schemes, guiding the actions and behaviors of all participants. Here's a list of basic, fundamental principles or values commonly associated with mentoring schemes:

- Respect (treat every participant with dignity, courtesy, and consideration, regardless of their position or background);

- Integrity (uphold honesty and ethical standards in all interactions within the mentoring relationship);
- Confidentiality (respect the privacy and confidentiality of the information shared during mentoring sessions);
- Equality (ensure that all individuals, regardless of gender, age, race, or other characteristics, have equal access to and opportunity in mentoring);
- Professionalism (maintain a high level of professionalism in all mentoring interactions, respecting boundaries and expectations);
- Empowerment (encourage mentees to take ownership of their learning and growth, guiding them toward self-discovery and decision-making);
- Growth (promote continuous learning, development, and personal growth for both mentors and mentees);
- Feedback (foster a culture of constructive feedback, encouraging open communication and dialogue between mentors and mentees);
- Inclusivity (ensure that mentoring programs are accessible and welcoming to participants from diverse backgrounds and perspectives);
- Accountability (hold all participants accountable for their commitments and responsibilities in the mentoring relationship);
- Support (provide guidance, assistance, and resources to help mentees achieve their goals);
- Adaptability (be flexible and adaptable to meet the evolving needs and goals of mentees);
- Mutual Learning (recognize that mentors can also learn from their mentees and vice versa, fostering a two-way learning process);
- Goal Orientation (keep the focus on specific, measurable goals that align with the mentee's aspirations and needs);
- Empathy (cultivate an understanding and empathetic attitude toward the experiences and challenges faced by mentees);
- Community (foster a sense of community and camaraderie among mentors and mentees, creating a supportive network);
- Sustainability (design mentoring schemes with long-term sustainability in mind, ensuring they continue to benefit participants over time);
- Cultural Sensitivity (acknowledge and respect cultural differences, adapting mentoring approaches to be culturally sensitive);
- Open-Mindedness (approach mentoring with an open mind, valuing diverse perspectives and new ideas);
- Communication (emphasize the importance of effective, clear, and regular communication between mentors and mentees).

These values serve as guiding principles to create a positive and enriching mentoring experience, promoting personal and professional development, and maintaining the integrity of the mentor-mentee relationship.

2. The issues of quality monitoring, performance control and level of satisfaction evaluation.

The issues of quality monitoring, performance control and level of satisfaction evaluation (based on pre-defined criteria and indicators) are described in more detail in Chapter 6 of this Guideline “Quality assurance and performance control”.

3. The information about IT-platform.

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.

4. *Qualified Personnel for the organization and implementation of mentor-mentee / tutor-tutee interaction.*

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. *Regulation for implementing the mentoring program within the university.*

Regulation for implementing the mentoring program within the university:

1. Objectives and scope of the mentoring program
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

The introductory sections of all the 12 mentoring schemes should be covered here in details in the following order:

1. [Mentoring/tutoring scheme: First year student tutoring](#)
2. [Mentoring/tutoring scheme: IDP mentoring](#)
3. [Mentoring/tutoring scheme: Internationalization mentoring and tutoring for outgoing students](#)
4. [Mentoring/tutoring scheme: Buddy tutoring \(international students, cultural and religious diversity\)](#)
5. [Mentoring/tutoring scheme: Mentoring for students with disabilities](#)
6. [Mentoring/tutoring scheme: Young teacher mentoring](#)
7. [Mentoring/tutoring scheme: Gender mentoring/tutoring](#)
8. [Mentoring/tutoring scheme: Local government – LED mentoring](#)
9. [Mentoring/tutoring scheme: Digital mentoring](#)
10. [Mentoring/tutoring scheme: Professional mentoring](#)
11. [Mentoring/tutoring scheme: Green deal mentoring](#)
12. [Mentoring/tutoring scheme: Business and Startup mentoring](#)

1. MENTORING/TUTORING SCHEME (METHODOLOGY AND COMPONENTS)

FIRST YEAR STUDENT TUTORING

METHODOLOGICAL BASE AND PREREQUISITES

1. Initial conditions

The first-year student tutoring solves the problem of providing smooth transition of newcomers into university life. It plays crucial role in helping first year students to successfully adapt to the new academic environment, familiarize themselves with the main regulatory documents that directly apply to their studies at the university, better navigate existing campus resources and services, develop effective study skills, bridge the gap in the level of subject knowledge and improve academic performance. At the same time the first-year student tutoring is highly beneficial as it helps to create a sense of belonging to the university community, reduce student's stress and anxiety, provide networking opportunities that could be valuable both for personal development and future career.

Scheme of the first year student tutoring provides the following benefits:

- academic support and guidance on study skills development, navigation through existing campus resources and services;
- improved social integration and stress reduction while adapting to the new academic environment;
- motivation, inspiration and building of positive attitude towards learning and personal growth.

Target audience: 1st-year students who have successfully passed the entrance exams and are enrolled in the university academic programs. They are individuals with various backgrounds and experiences, facing new academic challenges and seeking guidance in adjusting to a new academic environment.

Needs and requests of the target audience: the specified target audience needs support in adopting to a new educational environment, understanding the peculiarities of the educational process at the university and academic expectations, choosing courses and managing coursework, using university platforms and services, mastering effective methods of learning and time management, self-development, carrier guidance, social integration and finding new friends, establishing communication, solving any problems related to student life.

Challenges and concerns of the first year students include the increased academic overwhelm, greater requirement for self-organization, difficulties with adapting to the pace and expectations of university level courses, social isolation in a new academic environment, different social experience, inadequate awareness of existing campus resources, services and university ethics. If in the first year, students who do not keep up with the academic program and social integration are not supported, there is a high risk that they will lose motivation to study at all.

Socio-economic challenges: living in a dormitory, paid tuition, financial constraints for students from lower-income families, the lack of knowledge about managing personal finances, limited number of scholarships, inadequate academic preparation of students from countryside or disadvantaged communities.

Psychological aspects include anxiety about adapting to a new social environment, making new friends and establishing communication, anxiety due to higher requirements for self-organization and self-management in the conditions of university education, the risk of being in the "panic zone" due to intensive study schedule and a large volume of educational material, the problem of making independent decisions, building confidence and self-respect, accepting existing diversity in the students' environment.

Cultural traditions and environment may include challenges related to the new educational environment, namely: cultural characteristics of the region and city where HEI is located; peculiarities of cultural traditions of the university, faculty, specialty; various cultural, ethnic and religious background of students; the specifics of building relationships with groupmates and achieving self-realization in the new educational environment.

Aspirations, goals and prospects: successful socialization in the new educational environment, advancement in academic performance, high level of achieved knowledge and gained skills for future carrier, interesting student life and opportunities for self-development.

Risks and fears: risk of academic failure, not keeping up with the pace of learning and academic expectations set for university-level studies, not understanding how to use online platforms and mobile adds in the educational process, fears of being rejected and judged by their peers, becoming a victim of bullying, disappointment in the made choice of study direction and future carrier.

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

As a result of applying the tutoring scheme, the tutee will become more capable of learning, will use the available opportunities for self-development and will be able to achieve better academic performance indicators, will become more socialized and adapted to the academic environment.

3. The ambition of mentoring/tutoring.

The ambition of tutoring is to provide organizational, informational and psychological support to first-year students during their adaptation to university life. The main goals of the tutoring program include: promoting the formation of study skills, socialization and increasing the level of independence of first-year students in a new educational environment, providing consulting assistance and psychological support in solving various issues faced by first-year students, eliminating the gap in the level of knowledge in certain subjects.

4. Values.

This scheme is based on the following values:

1. Student-centered learning.
2. Individual approach.
3. Group work.
4. Inclusivity.
5. Tolerance.
6. Academic integrity.
7. Academic freedom of the student.
8. Justice.
9. The principle of “equal to equal”.
10. Support and mutual assistance.
11. Humanism.

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

To ease the transition of first-year students from school to university by means of creation supportive environment, to help them in building effective study strategies, overcoming difficulties and staying on track with their studies, to increase the level of adaptation and socialization, to motivate first-year students to use all the existing resources and facilities for personal development and actively participate in the educational process and extracurricular work.

6. Methods:

6.1. Engagement of mentors/tutors.

Tutors are active senior students (starting with the second year), who have successfully completed the first year of study, achieved high results in individual subjects, have a good understanding of the peculiarities of the organization of the educational process, and have leadership skills.

For group tutoring with academic groups of the first year, tutors (student curators) are chosen from among representatives of the relevant specialty of the senior year. If the number of people in the group exceeds 20, then 2 tutors can be assigned to the group.

For their recruitment, student self-government bodies are involved and an open announcement is made regarding the recruitment of tutors on university social networks and at meetings of student self-government bodies.

Tutors are recruited on a voluntary and inclusive basis.

6.2. Selection of mentee/tutee.

Tutees are considered at two levels:

- group level: academic group as a whole - all academic groups of first-year students are involved in the tutoring system;
- individual level: first-year students who have problems with mastering a certain subject or with adaptation to new academic environment (difficulties with building study skills, networking, communication with groupmates, personal development etc.) and refers to the tutor independently or on the recommendation of the group curator or teachers of certain disciplines.

6.3. Mentor-mentee, tutor-tutee interactions.

The format of the interaction depends on the tutee levels:

- group level - group meetings, group consultations, trainings, workshops, excursions, team building, group preparation for participation in educational, cultural and sports university events (welcome to students' community, themed parties, sports competitions, contests, etc.)
- individual level - individual consultations, individual classes, conversations.

According to the needs of the participants and the security situation tutor-tutee interaction can be organized both at the university and online.

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

Group level: meetings with the group take place at least once a month according to the approved schedule.

Individual level: individual meetings take place sporadically, according to the needs of the tutor, an individual schedule/individual learning trajectory can be drawn up.

Special attention is paid to the first weeks of study and the pre-examination period.

To increase the level of adaptation of the first-year students to the university environment, in the first week of study, the orientation school (sessions) could be held. It may include a set of meetings with the university leadership, representatives of the university's structural divisions, administrators of online platforms that provide the educational process; student self-government bodies, academic integrity experts, leaders of student groups and associations; as well as conducting trainings on personal growth and team building.

MODEL OF THE MENTORING \ TUTORING SCHEME

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

Algorithm for selecting tutors:

1. Identify a pool of potential tutors by means of:
 - a. applying to student self-government bodies and announcing the recruitment of group and individual level tutors;

b. posting an announcement about the recruitment of group and individual tutors for the first year students on the university website and in social networks;

2. Invite interested persons to fill out the application form-questionnaire, which will indicate at what level the applicant wishes to work (group or individual), and answer a number of questions:

a. individual level:

- What level of knowledge do you have in certain subjects of the 1st year of studies?
- What subjects for you are a priority for providing assistance to first-year students?
- How much time per week are you ready to spend helping first-year students?
- Enter the name of the teachers who can give a recommendation for you;

b. group level:

• Are you a representative of university organizations / centers / clubs / associations / student self-government bodies, etc.? (indicate your role in them);

- Do you have experience in organizing student events or other social initiatives?
- How much time per week are you are you ready to spend helping first-year students?

3. Selection based on questionnaires and interview:

a. analysis of questionnaires according to selection criteria;

b. conducting an interview.

Qualifications and requirements for tutors:

- be university students no younger than the second year;
- successfully complete the first year of study in the relevant specialty;
- have high results in certain subjects (for an individual level tutorship);
- well understand the peculiarities of the educational process, the needs and interests of the first year students;

• have leadership and communication skills, the ability to establish interaction with different people, tolerance, patience;

• be ready to maintain confidentiality and respect personal boundaries of the first year students.

All potential tutors must undergo mandatory training.

Algorithm for selecting tutors:

1. Announce an open competition for the selection of tutors:

a. Launch a tutoring advertising company through the channels / website of the university, social media platforms of the university and its structural units;

b. Inform about the purpose of the program and the criteria for participation;

2. 1st stage of selection (analysis of application forms-questionnaires);

3. 2nd stage of selection (selection of tutors by interview).

Next steps:

1. Conducting an introductory meeting;

2. Conducting a school of tutors;

3. Selection: individual level - tutor for tutee; group level - tutors for first-year groups;

4. Writing a plan: individual level - a plan of working with a tutor; group level - a plan of working with a first-year group for 1 year.

9. Procedures.

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

Procedures for organizing tutor-tutee interaction:

1. Registration of tutors and tutees on the specially designed IT-platform though filling special profile with necessary information about contact details, background and areas of interest.

2. Creation of a register of tutors on the T&M Platform and its distribution to the dean's office and to the curators of academic groups. This register contains:

- names and surnames of tutors, their academic group, phone, email, links to pages in social networks;
- areas of competence (knowledge, skills, experience);
- their interests in the implementation of tutoring programs.

After the completion of tutor-tutee matching process the register is added with information about:

- the group tutor and the chosen academic group for group-level tutoring;
- the tutor-tutees working together on an individual level tutoring;
- quantitative and qualitative indicators of the work of tutors at the group and individual level (submitted by tutors in the form of a report at the end of the academic year).

3. The IT-platform utilizes algorithms to match tutees with suitable tutors on the individual level. The responsible person from the T&M Centre can help tutees in analysing requests for the necessary tutoring support on an individual level and matching them with tutors based on their academic needs and shared interests to promote a positive and effective learning relationship.

4. Requests for group-level work are sent to deans. Deans of faculties are responsible for matching tutors with academic groups to work at the group level, taking into account the field of education and the size of the group (in the case of more than 30 people in an academic group, the dean's office can assign two tutors to the group).

5. The first tutor-tutee meeting on the group level could be held during specially organized orientation school (sessions). The tutor should introduce himself/herself to the group and the group curator, discuss the work plan and the optimal communication channel. Regular meetings of the group tutor with the student group take place in accordance with the agreed working plan of the tutor with the group of first-year students and could be held both at the university or online. The curator of the relevant group can be present at the meetings if necessary.

6. Individual meetings of the tutor with the tutee take place according to the agreed individual schedule in the most convenient way for the tutor and the tutee.

7. Monitoring of tutor's work:

a) at the group level - once every six months, the group takes a survey regarding the current results of their interaction with the tutor and further needs;

b) at the individual level - the group curator conducts oral conversations with the tutee regarding his/her satisfaction with the tutor's work; in the case of an academic orientation of the tutor's help, the group curator consults with the subject teacher regarding the existing growth of the tutee's academic performance; at the end of the tutoring period, the tutee writes feedback to the T&M Centre regarding the tutoring results for their entry into the database of the tutor's individual profile.

On the base of tutoring program evaluation and students' feedback the areas of improvement are identified.

The issues of quality monitoring, performance control and level of satisfaction evaluation (based on pre-defined criteria and indicators) are described in more detail in Chapter 6 of this Guideline "Quality assurance and performance control".

10. Forms of work. This part is described in more detail in Chapter 5.2. of this Guideline "Description of each mentoring scheme toolkit (consultations and discussions, group workshops and seminars, internships, training courses and workshops, practical training, joint projects, mentoring sessions, etc.)"

11. Information support.

- 1) IT-platform with the following functionality (General for all)
- 2) Database structure specific for each scheme – internal accounting system (Tables 1-2)

For tutors

Table 1. Tutor Data Collection Form

	# First name	Last name	Year of study	# of academic group and major (specialty)	Student experience and academic achievements	Possible support to first year students

For tutees

Table 2. Tutee Data Collection Form

#	First name	Last name	Year of study	Major (specialty)	# of academic group	Your needs and expectations of tutoring program

3) Other sources:

1. University websites and social media. These sources can provide information about the first year student tutoring events and the previous successful experience of tutor-tutee interaction.

2. Library resources. University libraries can provide access to a wide range of academic resources, including research databases, e-books, and scholarly journals. Tutors can guide tutees how to use these resources effectively for better academic results.

3. Educational websites and blogs. Tutors can recommend tutees numerous educational websites and blogs that offer tutorials, study tips, and educational resources to ease their learning.

4. Educational webinars and workshops, public events, guest lectures. Tutors can encourage tutees to attend these events to gain valuable insights and tips for academic success.

5. Personalized chatbot can be used to accompany the onboarding program of first-year students, which involves timely and step-by-step delivery of the necessary information about:

- the university (mission and values, history, organizational structure, management, links to the site and social networks);
- student campus (location of classrooms, dean's office (directorate), library, canteen, sports complex, student council, international department, etc.);
- useful contacts (faculty administration, graduation department, academic group curator, security service, student support hotline, etc.);
- schedule of the educational process (beginning and end of the semester, term of sessions, practices);
- the schedule of classes and the possibility of obtaining access to it through the online system or separate applications;
- support services (availability and work schedule of the career centre, psychological service, legal clinic, medical centre, tutoring and mentoring centre, etc.);
- student clubs and organizations (student council, scientific societies, sports sections, foreign language clubs, communities, etc.);
- technologies and online platforms (creation of an individual student account, registration on online learning platforms, access to Wi-Fi at the university, computer laboratories and hubs, copiers, e-mails and other technological resources);

- accommodation in a hostel (location, how to get there, necessary contacts, rules of payment and shared accommodation);
- entertainment activities and events in the university and the city;
- university news.

12. Resource provision.

Resource Provision for the above-mentioned measures encompasses various elements required for the effective organization and implementation of 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, computers, 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 such as project management tools, graphic redactors and others 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** (the roles are common).

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.

13. Regulations

1. Regulation for implementing the mentoring program within the university (which is common).

List of competencies for mentees

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

Knowledge:

- Understanding of the academic requirements and expectations
- Knowledge of legal frameworks relevant to educational process at the university
- Available resources and facilities for students
- Goal setting principles and personal plan development
- Time management techniques
- Study strategies (active listening, meaningful questioning, note-taking techniques and exam preparation methods)
- Effective communication and networking techniques
- Problem-solving techniques and approaches

- Professional etiquette, workplace norms, and cultural sensitivity.

Skills:

- Setting goals and working out effective action plans for achieving academic excellence and personal development
- Ability to prioritize tasks, meet deadlines, and effectively manage time multiple responsibilities to stay organized and avoid feeling overwhelmed
- Verbal and written communication, active listening and asking questions
- Critical thinking, problem-solving and conflict resolution skills
- Collaboration and teamwork
- Networking, effective interpersonal skills and building friendly relationships
- Self-reflection and self-assessment for personal growth
- Leadership, collaboration, and motivation
- Resilience and adaptability to new academic environment, openness to new experience.

Attitudes:

- Positive attitude, open-mindedness and curiosity
- Proactive mindset in problem-solving
- Adaptability and flexibility in a dynamic educational environment
- Empathy, gratitude and cultural sensitivity in interpersonal interactions
- Commitment to long life learning and continuous personal development
- Leadership qualities and effective communication
- Discipline and self-motivation in time management
- Resilience and adaptability in the face of new challenges
- Tolerance and mutual respect, cultural diversity and inclusion
- Openness to feedback
- Understanding the value of tutorship and readiness to give back by becoming tutors themselves in the future.

14. Methodological support

1. Agreement with a tutor – common to all
2. Agreement with a tutee – common to all
3. Guideline for the First Year Student Tutoring

Table of Contents:

1. Introduction
 - Purpose of the Manual
2. Understanding the First Year Student Tutoring Program
 - Overview of the First Year Student Tutoring Program
 - Objectives and expected outcomes of the First Year Student Tutoring Program
 - Roles and responsibilities of the First Year Student Tutoring Program
 - Tutors (2nd year and above students)
 - Tutees (1st year students)
 - Program Coordinators
3. Tutors' Guide
 - 3.1 The role and duties of tutor in group and individual tutoring

- 3.2 Setting goals and planning a tutoring program
- 3.3 Ethics and professional standards of tutoring
- 3.4 Organization of effective interaction between tutor and tutee
- 3.5 Psychological support of tutees

- 4. Tutees' Guide
 - 4.1 Peculiarities of group and individual tutoring
 - 4.2 Duties of tutor and tutee
 - 4.3 Determination of the tutee's needs, goals and duration of the tutoring program
 - 4.4 Strategies for the academic success of tutees
 - 4.5 Support of tutee in personal development and professional growth

- 5. Program Administration
 - 5.1 Tutor and tutee matching process
 - 5.2 Coordinating program activities, providing resources and support for tutoring
 - 5.3 Monitoring and evaluation of the tutoring program
 - 5.4 Determination of tutee development areas and improvement of the tutoring program

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

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

The main tasks of the T&M Center include:

1. Mentors/tutors recruitment and training: running mechanisms for recruiting and selecting qualified mentors/tutors from both internal and external sources, as well as providing training programs and workshops to equip mentors/tutors with the necessary skills, knowledge, and competencies to effectively guide and support mentees/tutees.
2. Mentees/tutees enrollment and matching: collecting mentee/tutee preferences, academic needs, and career aspirations, and matching them with suitable mentors/tutors based on compatibility and expertise.
3. Information and communication support: establishing communication channels such as dedicated email addresses, IT-platform, social media channels and providing information about the mentoring/tutoring programs, guidelines, resources, and important updates.
4. Monitoring and evaluation of the mentoring/tutoring programs to ensure their effectiveness and continuous improvement. Mechanisms are in place to collect feedback from mentors, mentees/tutees, and other stakeholders, and to conduct assessments or surveys to gauge program outcomes and impact.
5. Providing resources and support materials related to mentoring/tutoring: online libraries, databases, handbooks, and guides that mentors, mentees/tutees, and program coordinators can utilize for reference and professional development.
6. Providing administrative support to assist with program logistics, scheduling mentor/mentee or tutor/tutee meetings, and handling administrative tasks related to the mentoring/tutoring process.
7. Reporting and documenting mentoring/tutoring activities, progress reports, and outcomes.

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

Psychological portrait: the tutees are the first year student who are at a critical stage in their lives, transitioning from school to university and possessing the following traits: curious and eager to explore new subjects, ideas and experiences during their study at the university, ambitious in achieving their academic and personal goals but at the same time lacking knowledge and skills how to balance academic demands and personal life, set right goals, effectively adapt to new academic environment, use existing resources and services, and thus need a help from experienced tutors to overcome these difficulties.

The specificity of the target audience of the first year student tutoring is that it can be conditionally divided into two subgroups depending on the form of tutoring programs:

- 1) Tutoring at the individual level;
- 2) Tutoring at the group level.

Potential risks and difficulties in tutoring at the individual level:

- students may experience academic pressure, self-doubt, anxiety, fear and uncertainty about their future career, disappointment about their career choice;
- cultural, social and economic factors can affect the psychological state and adaptation of freshmen;
- tutees may have high expectations of tutors, the tutor program, which may lead to disappointment if their expectations are not met;
- first-year students may compare themselves with tutors or other tutors, which leads to feelings of self-doubt or inferiority;
- first-year students may have difficulty receiving useful information, constructive feedback, or criticism, which may hinder their personal growth and academic success;
- tutees may not establish an effective rapport or friendship with their tutor, leading to feelings of disengagement or dissatisfaction with the interaction.

Potential risks and difficulties in tutoring at the group level:

- students may feel insecure in a new educational environment;
- tutees may have high expectations of tutors, the tutor program, which may lead to disappointment if their expectations are not met;
- the first-year students may compare themselves with tutors or other tutor groups, which leads to feelings of self-doubt or inferiority;
- the first-year students may have difficulties in communication and interaction with the tutor, which may hinder their adaptation to the educational environment, the formation of group dynamics, lead to a feeling of non-involvement in student life at the university, dissatisfaction with interaction with the tutor.

Methods of intervention:

- organizing and conducting events that contribute to the development of stress resistance, prevention of emotional burnout and emotional recovery strategies;
- regular communication, active listening and creation of a favorable psycho-emotional environment;
- creation of a safe and psychologically comfortable space for tutors and tutees, where they can express their feelings, concerns, fears and thoughts;
- increasing awareness of cultural, social and individual differences of tutors and tutees. Promoting cultural competence and inclusiveness to create an inclusive and supportive environment that respects and values diversity;

- conducting trainings, seminars for tutors or providing them with other resources that will contribute to increasing the level of their knowledge and competence regarding psychological support and mentoring methods;
- directing tutors to appropriate support services in the institution (psychological services), if necessary.

The Psychological Service is professionally engaged in identifying and leveling psychological problems (difficulties) of tutors and tutees at the University. The psychological service of the university conducts individual and group consultations for students and teachers on an ongoing basis, free of charge and confidentially. Tutors and tutees can receive psychological counseling on challenges and difficulties in the new academic environment, increasing self-confidence, solving conflict situations, getting out of stressful and depressive states, problems in communicating with peers, teachers, parents, problems during the adaptation period, as well as personal problems.

Upon request, the University Psychological Service can conduct specialized trainings for tutors and/or tutees.

2. MENTORING/TUTORING SCHEME (METHODOLOGY AND COMPONENTS)

IDP MENTORING

METHODOLOGICAL BASE AND PREREQUISITES

1. Initial conditions.

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

Scheme of the mentoring provides the following benefits:

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

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

Target audience: internally displaced university students in Ukraine and Georgia, who have been uprooted from their homes due to war, military invasion, ecological disaster or other socio-political factors.

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

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

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

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

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

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

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

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

As a result of the mentoring/tutoring scheme, mentees will be empowered to navigate academic, social, and psychological challenges, fostering resilience and facilitating successful integration into their new environments. They will achieve their educational and career goals, realizing their potential as confident, capable professionals and individuals.

3. The ambition of the mentoring/tutoring program

The ambition of the mentoring/tutoring scheme is to provide comprehensive support to internally displaced students, empowering them to overcome challenges and fostering resilience. Through personalized guidance, academic assistance, and psychological support, the scheme aims to facilitate successful integration into their new environments, promoting acceptance and understanding. The scheme not only enables students to realize their full potential but also fosters a shift in local communities' attitudes towards these students, promoting inclusivity and mutual respect.

4. Values.

This scheme is based on the following values:

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

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

Applying the scheme aims at fostering academic success, social integration, and psychological resilience among internally displaced university students.

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

6. Methods:

6.1. Engagement of mentors/tutors.

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

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

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

6.2. Selection of mentee/tutee.

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

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

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

6.3. Mentor-mentee, tutor-tutee interactions.

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

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

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

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

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

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

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

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

MODEL OF THE MENTORING \ TUTORING SCHEME

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

Algorithm for Selecting Mentors/Tutors

1. Identify the pool of potential mentors:

- 1.1. Reach out to alumni networks, professional networks working with IDPs, NGOs, volunteers, local authorities, and industry contacts.
 - 1.2. Advertise the mentorship program through university channels and social media platforms.
 - 1.3. Invite interested individuals to create tier profiles at the IT-platform, highlighting their qualifications, experiences, and if relevant, project proposal.
2. Screening & interview:
- 2.1. Review profiles based on the defined selection criteria
 - 2.2. Assess the mentors' availability and commitment to the program during interview

Mentor qualifications and requirements:

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

All potential mentors should participate in mandatory training.

Algorithm for Selecting Mentees:

1. Launch an open call for mentee applications:
 - 1.1. Advertise the mentoring program through university channels, social media platforms, and relevant networks.
 - 1.2. Communicate the purpose of the program and the criteria for participation (being a current internally displaced student of a specific institution, demonstrate a commitment to actively engage in the mentoring program, have clear goals or areas of focus for their mentoring experience, willingness to learn from their mentor's experiences and insights etc).
2. Application and project proposal submission:
 - 2.1. Invite prospective mentees to create tier profiles at the IT-platform, including their background information and outline their goals, objectives, and areas where they seek guidance from experienced professionals.

Next steps:

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

9. Procedures.

Procedures for Organizing Mentor-Mentee Interaction

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

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

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

2. Registration at the IT platform & Profile completion. Mentees, tutors and mentors register on the designated IT platform for the mentoring program and create their profiles, providing necessary information such as contact details, background and areas of interest. Mentees specify their needs, and areas where they seek guidance while mentors and tutors showcase the directions in which they can provide mentorship/tutoring.

3. Matching process - fully automated at the platform or manually by the T&M Centre staff in accordance with the Matching criteria (para 6.3).

4. Introduction and agreement. Initial introduction is facilitated through the IT platform or other communication channels. After, the mentor/tutor and mentees/tutees have an initial meeting to discuss their expectations, goals, and establish an agreement on the scope and frequency of interaction, clarify goals, objectives, and desired outcomes of the mentoring/tutorship relationship, and determine the preferred communication methods.

5. Regular communication/check-ins. Mentees and mentors, tutee and tutors engage in regular communication that can occur through the IT platform's messaging system, virtual meetings, email, or other agreed-upon channels, as well as on-site. Meetings aim to check progress updates, provide guidance, discuss mutual achievements, challenges, and any questions or concerns. Besides, mentees, mentors, tutees and tutors provide feedback on their mentoring experience through the IT platform or surveys.

6. Progress tracking, monitoring, and evaluation. Continuous monitoring and evaluation occur throughout the program, with monthly reports serving as checkpoints to assess progress and align with quality monitoring and performance control indicators. The end-of-program evaluation aims to comprehensively assess program effectiveness, identify strengths, and pinpoint areas requiring improvement, and is based on collecting feedback from mentees, tutors, and tutees.

The issues of quality monitoring, performance control and level of satisfaction evaluation (based on pre-defined criteria and indicators) are described in more detail in Chapter 6 of this Guideline "Quality assurance and performance control".

10. Forms of work.

This part is described in more detail in Chapter 5.2. of this Guideline "Description of each mentoring scheme toolkit (consultations and discussions, group workshops and seminars, internships, training courses and workshops, practical training, joint projects, mentoring sessions, etc.)"

11. Information support.

- 1) IT-platform with relevant functionality (General for all)
- 2) Database structure

Table: Mentors

- MentorID (Primary Key)
- First Name
- Last Name
- Gender
- Date of Birth
- Contact Information
- Email
- Phone Number
- Professional Information

- Occupation
- Company/Organization
- Department
- Expertise/Specialization
- Availability Schedule
- Days of the Week
- Hours
- Mentorship Start Date
- Mentorship End Date (if applicable)
- Mentorship Status (Active, Inactive, Completed)
- Mentorship Capacity (Number of mentees they can mentor simultaneously)
- Notes/Comments (for additional information or remarks)

Table: StudentTutors

- TutorID (Primary Key)
- StudentID (Foreign Key referencing Students table)
- First Name
- Last Name
- Gender
- Date of Birth
- Contact Information
- Email
- Phone Number
- Educational Information
- Current Institution/Department
- Academic Group
- Major/Field of Study
- Academic Year
- Subjects/Courses Tutored
- Tutoring Experience
- Availability Schedule
- Days of the Week
- Hours
- Desired Tutoring Start Date
- Tutoring End Date (if applicable)
- Tutoring Status (Active, Inactive, Completed)
- Notes/Comments (for additional information or remarks)

Table: Mentees/Tutees

- MenteeID/TuteeID (Primary Key)
- StudentID (Foreign Key referencing Students table)
- First Name
- Last Name
- Gender
- Date of Birth
- Contact Information
- Email

- Phone Number
- Educational Information
- Current Institution/Department
- Academic Group
- Major/Field of Study
- Academic Year
- Specific Needs or Goals
- Preferred Forms of Work
- Availability Schedule
- Days of the Week
- Hours
- Mentor/Tutor Preferences (if applicable)
- Mentor/Tutor Assigned (if applicable)
- Mentoring/Tutoring Start Date
- Mentoring/Tutoring End Date (if applicable)
- Mentoring/Tutoring Status (Active, Inactive, Completed)
- Notes/Comments (for additional information or remarks)

3) Other external sources

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

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

Physical posters at the campus - to post announcements about the program and to connect with interested students and potential mentors/tutors.

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

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

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

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

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

12. Resource provision.

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

- Premises. Rooms where meetings of mentors and mentees can be organized. The rooms should be safe, they should include tables and chairs, there should be enough light, computers, if necessary – projector.

- Online rooms – platforms for the online meetings, trainings and discussions.

- Online platforms and resources- educational materials, courses, and resources relevant to the mentorship program.

- WI-FI connection - to connect devices and access online platforms, resources, and communication tools.

- Communication and collaboration tools that enable mentors and mentees to connect, interact, and share information. This includes email, instant messaging platforms, video conferencing software, and project management tools.
- Necessary equipment and tools needed to ensure that mentors and mentees can effectively collaborate, communicate, and engage in mentorship activities.
- Qualified personnel (the roles are common).

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

List of competencies for mentees

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

Knowledge:

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

Skills:

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

Attitudes:

- Embracing a growth mindset, seeing challenges as opportunities for learning and growth
- Demonstrating resilience in the face of academic, career, social, and psychological challenges, showing determination and perseverance
- Having openness to new ideas, perspectives, and cultural differences, fostering an inclusive and diverse learning environment
- Showing self-motivation in taking ownership of their academic performance, setting goals, and taking proactive steps to achieve them
- Cultivating a sense of self-efficacy

- Displaying persistence and determination in pursuing their academic, career, or personal goals
- Making informed decisions about their life, considering various options, assessing risks and benefits, and taking responsibility for the choices they make.

14. Methodological support. Manuals, guides, advisors, methodical instructions, instructions, etc., which describe the methodical and applied aspects of implementing mentoring / tutoring in higher education institutions (as provided in the Work Package).

1. Agreement with a tutor – common to all
2. Agreement with a tutee – common to all
3. Guideline for Mentoring IDP-students (includes Manual for Mentor and manual for Mentee)

Structure of the Manual for Mentors working with IDP-students

Introduction

- 1.1. Purpose of the Manual
- 1.2. Role and Responsibilities of Mentors
- 1.3. Overview of Mentoring Program for IDP-Students
2. Understanding IDP-Students
 - 2.1. Definition and Background of IDP-Students
 - 2.2. Challenges Faced by IDP-Students
 - 2.3. Active Listening and Empathy
 - 2.4. Creating a Safe and Supportive Environment
3. Navigating Challenges and Problem-Solving
 - 3.1. Identifying Challenges Faced by IDP-Students
 - 3.2. Problem-Solving Techniques and Approaches
 - 3.3. Resilience Building and Overcoming Setbacks
4. Cultural Sensitivity and Inclusivity
 - 4.1. Understanding Cultural Differences
 - 4.2. Promoting Inclusivity and Diversity
 - 4.3. Addressing Bias and Stereotypes
5. Social Entrepreneurship and Community-Oriented Projects
 - 5.1. Introduction to Social Entrepreneurship
 - 5.2. Community-Oriented Projects and Initiatives
 - 5.3. Engaging with Local Communities
 - 5.4. Identifying Social Issues and Needs
 - 5.5. Developing and Implementing Community Projects
6. Youth Engagement Activities
 - 6.1. Empowering Youth through Engagement
 - 6.2. Designing and Facilitating Youth Programs
 - 6.3. Promoting Active Participation and Leadership
7. Setting Goals and Action Planning
 - 7.1. Setting SMART Goals
 - 7.2. Collaborative Goal-Setting with Mentees
 - 7.3. Developing Action Plans and Tracking Progress
8. Effective Communication
 - 8.1. Verbal and Non-Verbal Communication
 - 8.2. Active Listening and Asking Powerful Questions
 - 8.3. Providing Constructive Feedback

9. Providing Guidance and Support

9.1. Sharing Experiences and Insights

9.2. Offering Career and Academic Advice

9.3. Supporting Personal and Emotional Well-being

10. Additional Materials

10.1. Recommended readings, articles, and research on mentoring best practices.

10.2. References to mentoring networks, conferences, and professional development opportunities.

10.3. Templates, checklists, or forms to facilitate mentoring activities and record

Structure of the Manual for Mentee (IDP-students)

*some chapters could be used for other open educational resources

1. Introduction

1.1. Purpose of the Manual

1.2. Role and Responsibilities of Mentees

1.3. Overview of Mentoring Program for IDP-Students

2. Understanding the Mentoring Relationship

2.1. Definition and Benefits of Mentoring

2.2. Roles and Expectations of Mentees

2.3. Building a Positive Mentee-Mentor Relationship

2.4. Communication Skills, Active Listening and Seeking Feedback

3. Setting Personal and Academic Goals

3.1. Importance of Goal-Setting

3.2. Identifying Personal and Academic Goals

3.3. Creating SMART Goals and Action Plans

4. Self-Reflection and Personal Development

4.1. Assessing Strengths and Areas for Improvement

4.2. Developing a Growth Mindset

4.3. Enhancing Self-Awareness and Self-Confidence

5. Academic Success Strategies

5.1. Time Management and Organization Skills

5.2. Study Techniques and Exam Preparation

5.3. Utilizing Resources and Support Services

6. Navigating Challenges and Problem-Solving

6.1. Identifying and Overcoming Obstacles

6.2. Problem-Solving Techniques and Approaches

6.3. Building Resilience and Coping Skills

7. Cultural Adaptation and Integration

7.1. Understanding Cultural Differences and Diversity

7.2. Engaging with the University and Local Community

7.3. Developing Cultural Competence

8. Social Entrepreneurship and Community-Oriented Projects

8.1. Introduction to Social Entrepreneurship

8.2. Identifying Social Issues and Needs

8.3. Implementing Community-Oriented Projects and Initiatives

9. Youth Participation and Engagement

9.1. Importance of Youth Engagement

9.2. Getting Involved in Community Activities

9.3. Developing Leadership and Teamwork Skills

10. Resources and Referrals

10.1. University Support Services and Resources

10.2. External Support Organizations and Programs

10.3. Referral Process for Additional Assistance

15. Infrastructural support for mentoring / tutoring in higher education institutions. Structural units that support the process, their information support.

Infrastructural support for the mentoring of the IDP-students is provided by the Tutoring & Mentoring Center (T&M Center). The Center's team carries out general coordination on the implementation of the mentoring program, provides the necessary consultations and answers the questions related to the implementation of the program. The Center closely cooperates with the University structures (institutes, departments) on the program implementation and providing the best solutions for the IDP-students needs.

The main tasks of the T&M Center include:

- Information support for both mentors and mentees, including announcements spreading on the events, benefits of the mentoring scheme etc.;
- Coordination of the scheme realization;
- Mentors recruitment and mentees application procedures;
- Organization of trainings for mentors and mentees to provide them with necessary knowledge;
- Providing necessary materials to increase the awareness of the scheme etc.;
- Reporting on the mentoring activities.

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

Psychological impact of traumatic events and prolonged periods of stress can be manifested in various ways, such as anxiety, depression, PTSD, and difficulties adjusting to their new circumstances.

IDP-students often face significant losses: they may have been separated from loved ones, uprooted from their homes, and faced disruptions to their education and career plans. In many cases someone from their surrounding died because of events that caused displacement.

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

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

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

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

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

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

3. MENTORING/TUTORING SCHEME (METHODOLOGY AND COMPONENTS)

INTERNATIONALIZATION MENTORING AND TUTORING FOR OUTGOING STUDENTS

METHODOLOGICAL BASE AND PREREQUISITES

1. Initial conditions.

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

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

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

Needs and requests can encompass preparation for international experiences, academic guidance, cultural awareness, safety and well-being concerns, financial planning, career development, peer support, cultural integration, mental health and wellness and strategies for academic success abroad.

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

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

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

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

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

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

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

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

3. The ambition of mentoring/tutoring.

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

4. Values.

1. Self-confidence.
2. Competence and professionalism.
3. Interest in and respect for the culture of different countries.
4. Global citizenship.
5. Empowerment through education.
6. Respect to diversity.
7. Cross-cultural understanding.
8. Academic excellence.
9. Desire for continuous development.

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

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

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

6. Methods:

6.1. Engagement of mentors/tutors.

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

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

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

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

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

Approaches to the selection of mentees/tutees:

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

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

6.3. Mentor-mentee, tutor-tutee interactions.

Matching criteria:

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

The main forms of interaction are the following:

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

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

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

MODEL OF THE MENTORING \ TUTORING SCHEME

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

Algorithm for selecting mentors:

1. Identification of the pool of potential mentors:

- Identification of mentors from the university Strategic Development and International Relations Service, whose task is to ensure the internationalization of the university, promote the integration of students and academic staff into the international educational space, support the university's full participation in the Bologna process and take care of gaining international recognition.

- Identification of mentors from the Scientific Research Service, whose task is to familiarize the university staff with the specifics of the work of state and international scientific funds and competitive conditions, as well as to conduct consultations and trainings in project management issues;

- Identification of mentors from the Students' Career Development Service, whose task is to support students in the implementation of university activities, to prepare and facilitate the

implementation of various social projects, to exchange information to promote student employment, to cooperate with state, non-governmental or international organizations on labor market and employment issues;

2. Inviting potential mentors to create their profiles at the IT-platform, highlighting their qualifications, experiences, and if relevant, project proposal.

3. Screening & interview:

- Review profiles based on the defined selection criteria
- Assessing the mentors' availability and commitment to the program during interview

Mentor qualifications and requirements:

- Substantial experience in international experiences, such as studying, working, or conducting research abroad.
- A high level of cultural competency, including an understanding of cross-cultural communication and sensitivity to diverse backgrounds.
- The ability to empathize with outgoing students, understanding their challenges and concerns related to internationalization.
- A broad network of connections in the academic or professional field to provide opportunities and resources for outgoing students.
- Strong communication and interpersonal skills, ability to establish rapport with mentees, actively listen, provide constructive feedback, and foster a supportive learning environment.
- Availability to provide guidance and support to mentees, dedicating time for regular interactions.
- Readiness to maintain confidentiality, respect mentees' boundaries, and act in the mentees' best interests.

All potential mentors should participate in mandatory training.

Algorithm for selecting tutors:

1. Identification of tutors from the faculties of the university where he/she is a student and has experience in participation in international projects and exchange programmes.

2. Inviting interested individuals to create tier profiles at the IT-platform, highlighting their qualifications, experiences, and if relevant, project proposal.

3. Review profiles based on the defined selection criteria and assessing the tutor's availability and commitment to the program during interview

Tutor qualifications and requirements:

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

All potential tutors should participate in mandatory training.

Algorithm for selecting mentees/tutees:

1. Launch an open call for mentee applications:

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

- Communicate the purpose of the program and the criteria for participation (being a current student of a specific institution, demonstrate a commitment to actively engage in the mentoring program, have clear goals or areas of focus for their mentoring experience, willingness to learn from their mentor's/tutor's experiences and insights etc).

2. Application and project proposal submission:

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

Next steps:

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

9. Procedures.

Organization of mentor-mentee, tutor-tutee interaction:

1. Sharing information about the T&M Program among the target groups.
2. Invitation of potential mentors, tutors, mentees and tutees to register at the IT-Platform (T&M Platform) and profile creation, providing essential information.
3. Distribution of tutors, mentees and tutees registers among academic advisors, dean's offices, and relevant university units to promote tutors' availability as well as mentees' and tutees' desires in the field of internalization.
4. Request review and matching either based on the T&M Platform algorithms, or by the designated responsible person within the Tutoring and Mentoring Center (T&M Center)
5. Preparatory training for mentors and tutors
6. Introductory meetings between mentors, mentees, tutors and tutees
7. Group meetings and individual sessions (based on mutually agreed-upon schedules, accommodating all parties' preferences and convenience; online and offline interaction, including those via T&M Platform for online interactions, discussions, and resource sharing)
8. Progress monitoring of mentor-mentee and tutor-tutee relationships, including feedback mechanisms
9. Submitting periodic reports or evaluations of mentor-mentee and tutor-tutee interactions and achievements. Data collected is used to assess the program's impact, make improvements, and recognize outstanding contributions.

The issues of quality monitoring, performance control and level of satisfaction evaluation (based on pre-defined criteria and indicators) are described in more detail in Chapter 6 of this Guideline "Quality assurance and performance control".

10. Forms of work. This part is described in more detail in Chapter 5.2. of this Guideline "Description of each mentoring scheme toolkit (consultations and discussions, group workshops and seminars, internships, training courses and workshops, practical training, joint projects, mentoring sessions, etc.)"

11. Information support.

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

- 1) IT-platform with the following functionality (General for all)
- 2) Databases (Tables 3-5)

Mentors

Table 3. Mentor Data Collection Form

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

**Possible Key expertise fields: study abroad programs, visa and immigration processes, academic advising, cross-cultural communication, research opportunities, internships, funding options, personal development, health and safety, career development, cultural integration, problemsolving, time management, mental health, academic success, practical living skills, networking, language learning, cultural awareness, exchange programs, projects, international scholarships.*

Table: **Tutors**

Table 4. Tutor Data Collection Form

Nr	First name	Last name	Gender	Year of study	Nr of academic group and major (specialty)	Key expertise field*	Availability (days of the week, hours)	Desired tutoring period	Notes

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

Table: **Tutee/Mentee**

Table 5. Mentee/Tutee Data Collection Form

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

3) Other sources

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

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

12. Resource provision.

1) Space for meetings. For the implementation of the mentoring and tutoring programmes for the internalization of outgoing students, the university will use university hall, university conference hall, auditoriums of faculties, library space. Besides, dedicated educational classrooms are essential for conducting in-person sessions, and trainings. These classrooms should be equipped with modern facilities such as projectors, interactive whiteboards, audio systems, and comfortable seating arrangements. Specialized classrooms provide a conducive environment for interactive discussions, presentations, and collaborative activities.

1) Specialized software and digital tools tailored to the needs of outgoing students - academic planning software, language learning platforms, research databases, project management tools, and career development resources. Software should allow resource sharing, and progress tracking, ensuring accessibility for all participants, and other technology (Zoom, Google Meet, Teams) to be used for online meetings.

2) Wi-Fi Connectivity: Access to a reliable Wi-Fi network is necessary for seamless online communication, access to digital resources, and engagement with online platforms. A stable internet connection allows participants to actively participate in virtual sessions, access online materials, and collaborate with mentors, tutors, and peers.

3) Qualified Personnel (the roles are common).

13. Regulations.

1. Regulation for implementing the mentoring program within the university (which is common).

Additionally, these regulations may include:

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

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

List of competences for mentees/tutees

Knowledge:

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

Skills:

- Ability to plan and choose courses that align with academic goals
- Ability to communicate effectively across cultures and languages.
- Ability to adapt to new environments and educational systems.

- Time management and balancing academic, personal, and professional commitments.
- Conducting effective research and utilizing international academic resources.

Attitudes:

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

14. Methodological support.

Guideline on Mentoring and Tutoring for Outgoing Students.

*some chapters could be used for other open educational resources

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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 / tutoring in higher education institutions.

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

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

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

4. MENTORING/TUTORING SCHEME (METHODOLOGY AND COMPONENTS)

BUDDY TUTORING (INTERNATIONAL STUDENTS, CULTURAL AND RELIGIOUS DIVERSITY)

METHODOLOGICAL BASE AND PREREQUISITES

1. Initial conditions

Relevance of the scheme: Buddy tutoring addresses the vital need for engagement and support for international students, particularly those from diverse cultural and religious backgrounds, as they adapt to a new country. The program centers around international students who are assisted by local students in navigating various aspects of life in their new environment. This approach focuses on language assistance, campus navigation, overcoming cultural shock, social integration, and more. Buddy tutoring aims to create an environment where international students can comfortably settle into their new surroundings while building lasting connections with local peers.

Target audience: The primary beneficiaries of this program are international students, being enrolled in the hosting universities. They seek assistance in adjusting to their new surroundings, understanding local culture, and building essential skills for personal and professional growth.

Needs and requests: International students require guidance in practical matters, language proficiency, and social integration. They seek clarity in cultural adaptation, academic support, and friendship-building to enhance their overall experience.

Challenges and concerns: Challenges faced by international students include adapting to a foreign academic system, language barriers, cultural shock, and finding a sense of belonging.

Psychological aspects: International students may experience anxiety related to cultural differences and academic expectations. The program supports their psychological well-being during this transition.

Cultural norms and stereotypes: The program addresses the influence of cultural norms and stereotypes on students' career choices, promoting inclusivity and diversity.

Aspirations, goals, prospects: International students aspire to personal and professional growth, cross-cultural competence, and building a foundation for success in their chosen fields on the global scale.

Risks and Fears: Concerns include language barriers, adapting to new campuses, social integration.

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

As a result of the application of the Buddy tutoring scheme, the international students from diverse cultural and religious backgrounds will become more self-assured in their ability to navigate unfamiliar environments, bridging cultural gaps and embracing diversity. They will achieve a heightened sense of belonging and integration within their new country, fostering lasting cross-cultural friendships.

3. The ambitions of tutoring

The ambition of the scheme is to establish a peer support network between international and local student, foster intercultural exchange, diversity and cultural awareness, and global engagement of young people.

4. Values.

1. Cultural exchange and diversity celebration.
2. Empowerment through peer support.
3. Inclusivity and global engagement.
4. Practical skill development.
5. Personal and professional growth.
6. Building lasting friendships.
7. Confidence and self-realization.
8. Bridging academic and practical knowledge.
9. Sense of belonging and community.

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

The aim of applying the buddy tutoring scheme is to facilitate successful transition of international students to a new country and their integration into a new cultural and academic environment by imparting essential life skills, cultural understanding, and language proficiency.

As a result, through tutoring tutees will equip with competencies in cross-cultural communication, adaptation, and practical knowledge to thrive in their new environment, ultimately realizing a sense of belonging and self-sufficiency.

6. Methods:

6.1. Engagement of tutors

Tutors in this program are local students with strong cultural sensitivity and communication skills, who guide and support international students in adapting to a new environment, offering insights into local customs, campus life, and practical advice to facilitate a smooth transition and foster cultural integration.

Tutors are engaged through a rigorous selection process that involves screening their cultural awareness, communication abilities, and willingness to support international students. Additionally, recommendations from academic advisors and faculty members may also be considered in the selection process. Interested students can apply to become tutors, and they will undergo interviews and training to ensure they are well-prepared for their role.

6.2. Selection of tutee

Tutees are international students seeking guidance and support to navigate their new life in a foreign country. They are typically individuals eager to learn about local culture, language, and customs while adapting to their academic environment.

The selection is done on request of the potential tutee of faculty staff and prioritizes inclusivity, as well as matching them with suitable tutors for facilitating their integration into the new cultural and academic setting.

Principles include active participation, curiosity, and a willingness to learn.

6.3. Tutor-tutee interactions. Matching criteria:

1. Language proficiency at the same language of both tutor and tutee;
2. Similar cultural or social backgrounds when possible;
3. Similar or related academic fields of study (when relevant);
4. Shared interests and hobbies;
5. Gender and age (when relevant).

Interactions within the tutoring program emphasize inclusivity, support, and cultural exchange. The main forms of interaction are regular meetings, cultural exchange (language practice, sharing traditions, exploring local customs etc.), academic and social support (study strategies, living tips), common spending of free-time (tours, visits, entertainment).

7. Tutor-tutee interaction approaches.

Tutor-tutee interactions in the program aim to provide tailored support, offering flexibility to meet the diverse needs of both international and local students. Tutors may work with single or multiple tutees, and tutor pools are available for group mentoring. Both one-on-one and group sessions cater to different learning styles, with a preference for in-person interactions to enhance cultural immersion and trust-building. However, the program remains flexible, incorporating remote interactions when necessary. While there are established schedules, tutees are encouraged to seek assistance as needed, providing systematic and episodic guidance to ensure inclusivity and accessibility.

MODEL OF THE MENTORING \ TUTORING SCHEME

8. Algorithms for selecting tutors and tutees.

Algorithms for selecting tutors

Step 1. Identifying potential tutors among local students

The Tutoring and mentoring Centre (T&M Center) initiates a robust outreach and promotion campaign across campus to raise awareness about the tutoring opportunity. This campaign may include posters, flyers, social media and website announcements, contacting deans, administration of departments, student unions etc. to encourage local students to consider becoming tutors. Information sessions are organized to provide interested students with a clear understanding of what the tutoring role entails. These sessions highlight the benefits of becoming a tutor, the skills and knowledge required, and the positive impact they can make on the international student community.

Step 2. Open call and selection of candidates

Interested candidates are invited to create profiles on the IT platform, emphasizing their qualifications. Additionally, applicants are encouraged to express their motivation and commitment to the tutoring role.

After the initial application review, shortlisted candidates are invited to participate in interviews, where evaluators focus on evaluating their communication skills, cultural sensitivity, and interpersonal qualities to ensure they can effectively support international students.

To further validate the qualifications and character of the candidates, the program conducts reference checks.

Tutor qualifications and requirements:

- Language proficiency
- Cross-cultural experience
- Appreciation of different cultures, traditions, and communication styles
- Ability to establish strong connections
- Commitment to dedicate time to tutorship
- Prior tutoring or mentoring experience is desired but not mandatory
- Relevant coursework is desired but not mandatory

It is imperative that all potential tutors actively participate in mandatory training sessions.

Algorithms for selecting tutees

Step 1. Promoting tutoring opportunities among international students.

Promotion campaigns may include informational sessions, targeted communications at the departments via faculty and administrative staff, advertising the buddy tutoring program through university channels, social media platforms, and relevant networks and awareness campaigns, to ensure that international 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 tutees to register profiles on the IT platform, providing background information, expectations from the tutorship program and areas where they seek guidance from their local buddies

Selection process consists of application evaluation. Selection criteria combine clear tutoring goals, commitment to active program participation, cultural exchange and an eagerness to make strong connections with local students.

9. Procedures.

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

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

- 1) Raising awareness about the Buddy Tutoring Program within the target audience.
- 2) Inviting potential tutors and tutees 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.

The issues of quality monitoring, performance control and level of satisfaction evaluation (based on pre-defined criteria and indicators) are described in more detail in Chapter 6 of this Guideline "Quality assurance and performance control".

10. Forms of work. This part is described in more detail in Chapter 5.2. of this Guideline "Description of each mentoring scheme toolkit (consultations and discussions, group workshops and seminars, internships, training courses and workshops, practical training, joint projects, mentoring sessions, etc.)"

11. Information support. Characteristics of the source of information about potential mentors/tutors and mentees/tutees, as well as the sources of obtaining it: databases or registers and their components, their characteristics and features. If necessary and possible - software used to process this data in databases, including associated with the selection and matching of mentor-mentee, tutor-tutee.

Official Websites of Public Authorities:

- Source Characteristics: Public authorities' official websites contain profiles of staff, including senior officials, with details about their biographies, achievements, and expertise.

- Source Acquisition: Information can be obtained directly from the official websites of relevant public authorities.
 - Publications and Studies:
 - Source Characteristics: Government officials often publish articles, research papers, or participate in research projects, providing insights into their education, professional level, and work experience.
 - Source Acquisition: Accessing academic journals, research databases, and official publications can provide relevant information.
 - Social Media and Professional Networks:
 - Source Characteristics: Government officials may have profiles on social media platforms like Facebook, Twitter, or professional networks like LinkedIn, showcasing their career, education, skills, and projects.
 - Source Acquisition: Information can be obtained by visiting the officials' social media profiles or utilizing professional network platforms.
 - Press Releases and Media Publications:
 - Source Characteristics: Press releases, news articles, and media coverage often feature information about government officials and their activities.
 - Source Acquisition: Monitoring reputable news outlets and official government websites can provide such information.
 - Recommendations and Feedback:
 - Source Characteristics: Gathering feedback from students and colleagues who have worked with government officials can offer valuable insights and recommendations.
 - Source Acquisition: Directly reaching out to individuals with prior experience or utilizing feedback forms and surveys can help gather this information.

Software for Data Processing and Selection:

- Utilizing databases, spreadsheets, and data management software can streamline the organization and processing of mentor/mentee information.
- Automated tools can aid in matching mentors and mentees based on specific criteria, optimizing compatibility and efficiency.

It is essential to verify information from multiple sources to ensure accuracy and appropriateness in selecting mentors and mentees for the mentoring scheme. Thorough research and validation contribute to effective and successful mentor-mentee relationships, ultimately assisting international students in adapting to their new environment.

12. Resource provision. Specialized classrooms, equipment, software, qualified personnel for the organization and implementation of mentor-mentee / tutor-tutee interaction.

Specialized Classrooms:

- Dedicated educational classrooms equipped with modern facilities like projectors, interactive whiteboards, audio systems, and comfortable seating arrangements.
- Provides a conducive environment for in-person sessions, workshops, and interactive discussions.

Equipment and Software:

- Access to computers, laptops, tablets, or other devices for participants to engage with digital resources and complete assignments. Also, subject-specific software applications and tools are provided for enhanced learning.
- Facilitates hands-on learning, research, and skill development in line with the mentor-mentee interactions.

Online Learning Platforms and Resources:

- Utilizing learning management systems (e.g., Moodle) for centralized access to educational materials, assignments, and discussions. Online resources like e-books, videos, interactive modules, and online libraries complement the learning process.
- Enables remote learning and collaboration, tracks progress, and enhances the learning experience.

Qualified Personnel (the roles are common).

Wi-Fi Connectivity:

- Access to a reliable Wi-Fi network for seamless online communication and engagement with digital resources and platforms.
- Enables active participation in virtual sessions, access to online materials, and collaboration with mentors, tutors, and peers.

These resources are essential for ensuring the effectiveness and success of the mentoring scheme, providing participants with the tools and support necessary for meaningful interactions, skill development, and career advancement, ultimately helping international students adapt to their new environment.

13. Regulations.

Regulation for implementing the mentoring program within the university (which is common).

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

Objectives and Scope of the Mentoring Program

Mentor Selection and Qualifications

List of Mentee Competencies

Mentee Enrollment and Matching Criteria

Mentoring Process and Activities

Evaluation and Quality Assurance

Confidentiality and Ethics

Grievance and Conflict Resolution

Resource Access Guidelines

These regulations serve as the framework for an effective mentoring program, fostering meaningful mentor-mentee relationships and promoting overall growth and development among participants, including international students adapting to their new environment.

Knowledge:

Cultural Awareness and Sensitivity: Develop a deep understanding of diverse cultures, customs, and traditions to foster cross-cultural interactions.

Language Proficiency: Attain proficiency in the local language, enabling effective communication and integration into the new environment.

Local Laws and Regulations: Acquire knowledge of local laws and regulations pertinent to daily life, ensuring compliance and legal awareness.

Community Resources: Familiarity with available community resources and services, facilitating access to essential amenities.

Interpersonal Communication: Develop effective communication skills to build relationships, seek assistance, and address inquiries.

Problem-Solving and Adaptability: Cultivate problem-solving skills and adaptability to handle unexpected challenges and situations.

Networking and Relationship Building: Build a strong network of peers, mentors, and local students, creating a support system.

Mental Health Awareness: Understand mental health issues and available support, promoting emotional well-being.

Time Management: Master time management techniques to balance academic and personal life effectively.

Cross-Cultural Competence: Develop cross-cultural competence to navigate cultural differences and promote inclusivity.

Skills:

Language Proficiency: Gain proficiency in the local language for effective communication in daily life and academic settings.

Cross-Cultural Communication: Develop skills to communicate effectively across cultures, recognizing nuances and cultural sensitivities.

Problem-Solving: Enhance problem-solving abilities to address challenges related to daily life in a new country.

Resource Utilization: Skillfully utilize available resources, including academic support and community services.

Adaptability: Cultivate adaptability to embrace change and thrive in a new cultural and educational environment.

Teamwork: Collaborate with peers and mentors, fostering a supportive network for mutual benefit.

Conflict Resolution: Develop conflict resolution skills to address issues constructively and maintain positive relationships.

Cultural Integration: Actively engage in cultural activities and events, promoting integration into the local community.

Digital Literacy: Master digital tools and resources for both academic and practical purposes.

Self-Care: Learn self-care practices to manage stress and maintain overall well-being.

Attitudes:

Open-Mindedness: Approach new experiences and perspectives with an open and receptive mindset.

Resilience: Develop resilience to bounce back from challenges and setbacks.

Empathy: Cultivate empathy for understanding others' experiences and perspectives.

Appreciation of Diversity: Value and appreciate cultural diversity, recognizing its enrichment.

Initiative: Demonstrate initiative in seeking help, exploring opportunities, and engaging with the local community.

Positive Outlook: Maintain a positive outlook and attitude toward personal growth and cultural adaptation.

Resourcefulness: Exhibit resourcefulness in finding solutions and accessing support when needed.

Community Engagement: Engage actively in community events and activities, contributing positively.

Gratitude: Express gratitude for the support received and the opportunity to adapt to a new culture.

Self-Reflection: Practice self-reflection to continually learn and grow from experiences.

These competencies are vital learning outcomes for mentees in the program, equipping them with the knowledge, skills, and attitudes necessary to successfully adapt to life in a new country and foster cross-cultural understanding and integration.

14. Methodological support. Manuals, guides, advisors, methodical instructions, instructions, etc., which describe the methodical and applied aspects of implementing mentoring / tutoring in higher education institutions (as provided in the Work Package).

Methodological Support for Student Engagement

International students require comprehensive support for their academic and social integration. This support extends beyond traditional employment-focused mentoring programs. Therefore, the methodological support provided focuses on facilitating engagement and addressing their specific needs. The following components are included:

1. **Manuals and Guides:** Detailed manuals and guides are available to assist both tutors and tutees in navigating the academic and social landscape. These resources provide step-by-step instructions for language assistance, cultural adaptation, and campus integration, helping international students smoothly transition into their new environment.

2. **Advisor Guidance:** Knowledgeable advisors are accessible to provide personalized guidance to international students. They offer methodical instructions tailored to the individual needs of each student. These instructions cover various aspects, including language proficiency, cultural immersion, and overcoming cultural shock, ensuring students receive targeted support.

3. **Interactive Workshops:** To foster engagement and social integration, interactive workshops are organized. These workshops provide practical strategies for overcoming cultural challenges, improving language skills, and effectively navigating the campus and local community.

4. **Peer-to-Peer Support:** Recognizing the value of peer interactions, a peer-based support system is established. Tutors, who are local students, act as peers rather than traditional mentors, facilitating a more relatable and engaging relationship with international students. They provide practical advice, cultural insights, and social integration support.

5. **Agreements and Roles:** Clear agreements will be established between tutors (peers) and tutees (international students). These agreements outline the roles, responsibilities, and expectations of both parties. Tutors will be responsible for providing language assistance, campus navigation, cultural insights, and social integration support. Tutees will actively engage in the process, seeking guidance, participating in workshops, and embracing their new academic and social environment.

This methodological support framework is designed to empower international students to actively engage in their academic and social experiences. It ensures that they receive the guidance and resources necessary to thrive in their new environment while embracing the cultural diversity and unique opportunities.

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

Structural units that support the process, their information support

Within the Higher Education Institution (HEI), a dedicated unit known as the Tutoring & Mentoring Center (T&M Center) serves as the backbone for the effective implementation of mentoring and tutoring programs. It plays a pivotal role in ensuring the success of these initiatives, particularly in the context of assisting international students with diverse cultural and religious backgrounds. The T&M Center offers vital infrastructural support to promote a nurturing and inclusive environment.

Key Functions and Information Support Provided by the T&M Center:

Recruitment and Training of Mentors and Tutors:

- Actively recruits mentors and tutors, considering their diverse backgrounds and cultural awareness.

- Organizes comprehensive training programs focusing on intercultural communication skills and cross-cultural awareness, enabling mentors and tutors to address cultural and religious diversity effectively.

Enrollment and Matching of Mentees and Tutees:

- Collects information from international students seeking mentoring or tutoring assistance, including their cultural and religious preferences.
- Carefully matches mentees with mentors and tutors possessing relevant cultural sensitivity and knowledge.

Information and Communication Support:

- Establishes a user-friendly IT platform or online portal for easy access to program guidelines, resources, and updates.
- Provides dedicated email addresses and social media channels for efficient communication and quick responses to queries.

Monitoring and Evaluation of Programs:

- Implements a robust monitoring and evaluation framework to assess program effectiveness in promoting cultural and religious diversity and supporting international students.
- Regularly collects feedback from participants to identify areas for improvement and ensure program enhancement.

Provision of Resources and Support Materials:

- Offers an extensive collection of resources, including handbooks, guides, and cultural sensitivity training materials.
- Provides online libraries and databases to assist mentors and tutors in developing culturally inclusive teaching approaches.

Administrative Support:

- Assists mentors, mentees, tutors, and tutees with administrative tasks to ensure smooth scheduling of mentoring or tutoring sessions.
- Efficiently manages program logistics and record-keeping.

Reporting and Documentation:

Ensures accurate documentation of mentoring and tutoring activities, maintaining detailed progress reports, outcomes, and challenges faced.

Program Enhancement and Development:

- Actively seeks opportunities for program enhancement and development.
- Incorporates best practices and innovative approaches to continually improve the mentoring and tutoring experience for international students with diverse cultural and religious backgrounds.

Through these initiatives, the Tutoring & Mentoring Center serves as a crucial support pillar, fostering an inclusive and nurturing learning environment for international students while promoting cultural and religious diversity within the higher education institution.

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

Psychological support forms a critical foundation of the mentoring and tutoring program tailored for international students within higher education institutions. This program is specially crafted to address the unique challenges faced by international students and to promote cultural and religious diversity. It acknowledges the importance of providing comprehensive psychological support to mentors, tutors, and mentees alike, ensuring a positive and enriching mentoring experience while facilitating their successful adaptation to new challenges and cultural conditions.

Psychological Support for Mentors and Tutors:

Strengthening Psychological Resilience:

Mentors and tutors receive counseling sessions aimed at enhancing their psychological resilience and emotional well-being. These sessions equip mentors and tutors with coping mechanisms to effectively support their mentees and navigate challenges that may arise during the mentoring process.

Trauma-Informed Approaches:

Training in trauma-informed approaches is provided to mentors and tutors. This training enables them to recognize signs of distress in their mentees and respond with sensitivity, empathy, and appropriate support.

Strategies for Healing and Resilience:

The program integrates strategies to promote healing and resilience in mentors and tutors. This helps them navigate emotional surges or psychological challenges that may arise while working with international students from diverse cultural and religious backgrounds.

Regular Monitoring and Assessment:

Regular monitoring and assessment of the psychological well-being of mentors and tutors are conducted to identify potential issues and ensure their overall well-being throughout the mentoring process.

Psychological Portrait of the Target Audience (Mentees):

Motivation:

Mentees are characterized by strong motivation to excel in their academic pursuits, often with career goals related to the public sector, societal impact, or legal system reform.

Activity:

Mentees are proactive and seek opportunities to develop their academic and legal skills, engage in research projects, and take ownership of their learning and professional development.

Analytical Mind:

Mentees demonstrate an analytical mindset, capable of critically analyzing legal issues and seeking evidence-based solutions to complex problems.

Integrity:

Mentees uphold high ethical standards and integrity, understanding the significance of compliance with the law, confidentiality, and responsibility in their work.

Flexibility:

Mentees are adaptable and responsive to changing conditions and requirements, effectively solving problems as they arise.

2. Communication Skills:

Mentees possess excellent communication skills, enabling effective interactions with mentors, colleagues, stakeholders, and the broader community.

Addressing Potential Psychological Issues:

Identification and Monitoring:

The program implements proactive methods to identify and monitor potential psychological issues among mentors, tutors, and mentees, ensuring timely support and intervention when necessary.

Consultations and Workshops:

Regular consultations, training sessions, and workshops are provided for mentors, tutors, and participants to strengthen their psychological well-being and readiness to work with students from diverse cultural and religious backgrounds.

Psychological Support for Mentees:

Individual and Group Consultations:

Individual or group consultations and training sessions are available for mentees to address any psycho-emotional challenges they may encounter, providing relief, motivation, and guidance.

Periodic Monitoring:

The program periodically monitors the psychological well-being of mentees, assessing changes over time and offering appropriate support as needed.

Seamless Integration:

Efforts are coordinated to seamlessly integrate psychological support services into the mentoring and tutoring program, ensuring a holistic approach to promoting psychological well-being.

By prioritizing psychological support within the mentoring and tutoring program, the initiative aims to create a supportive and inclusive environment that fosters the holistic growth, psychological well-being, and academic success of all participants, particularly international students from diverse cultural and religious backgrounds. The program recognizes the importance of nurturing a positive and enriching mentoring experience while facilitating the successful integration and academic achievements of students within an international and multicultural context.

5. 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.

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.

The issues of quality monitoring, performance control and level of satisfaction evaluation (based on pre-defined criteria and indicators) are described in more detail in Chapter 6 of this Guideline "Quality assurance and performance control".

10. Forms of work. This part is described in more detail in Chapter 5.2. of this Guideline "Description of each mentoring scheme toolkit (consultations and discussions, group workshops and seminars, internships, training courses and workshops, practical training, joint projects, mentoring sessions, etc.)"

11. Information support.

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

- 1) IT-platform with the following functionality (General for all)
- 2) Specific databases (Tables 6-7)

Table 6. Mentor Data Collection Form

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

Table 7. Mentee/Tutee Data Collection Form

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. Specialized classrooms, equipment, software, qualified personnel for the organization and implementation of mentor-mentee / tutor-tutee interaction.

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 (the roles are common).

13. Regulations.

Regulation for implementing the mentoring program within the university (which is common).

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 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.

6. MENTORING/TUTORING SCHEME (METHODOLOGY AND COMPONENTS)

YOUNG TEACHER MENTORING

METHODOLOGICAL BASE AND PREREQUISITES

1. Initial conditions.

Relevance of the scheme: In recent years, the whole world has been experiencing important and extremely complex transformations: adaptation to new conditions of life under restrictions that both concern security and limit human freedoms. It is primarily about the covid pandemic and the conditions of the Russian-Ukrainian war.

The transformations that society is undergoing have different effects on different social and age groups, as well as on each person in particular. The social group represented by secondary school teachers is extremely important for the further future of society. After all, it is teachers who influence the formation of the future generation, which in the coming years will build the state, represent public interests, etc. Teachers usually instill in future conscious citizens everything that shapes their worldview, and therefore the future of the state. Therefore, it is extremely important that young teachers, experiencing all the risks of world transformations, should build the educational process in such a way as to influence students in the best possible manner. After all, students who were in Ukraine during the war or went abroad - all have a vulnerable moral and psychological state. Therefore, young teachers should act according to both their condition and the condition of their students.

Target audience: Future graduates, often students nearing the completion of their studies. These are young teachers who in a short time will have an influence on pupils, who are a little younger than them in age. They are individuals in the process of preparing to enter the workforce and embark on their professional careers. As they approach graduation, they are likely to have a mix of excitement, anticipation, and some anxiety about the transition from academia to the professional world.

Needs and requests: Therefore, the main goal of mentoring and tutoring for Ukrainian students should be the formation of that worldview, which in the future will contribute to the formation of an active creative personality, and therefore to the development of a healthy society. For this, through specific forms of work, mentors and tutors should form the necessary competencies, among which the ability to respond to new and traditional social and cultural phenomena should be the main one. That is, the prospect of applying the scheme of mentoring and tutoring for students of the "Secondary Education" specialty is the formation of a new generation of teachers who will best contribute to the personal development of students in general secondary schools, lyceums, vocational schools, etc.

Challenges and concerns of future graduates include limited work experience, uncertainty about the job market, and doubts about their abilities to meet employers' expectations. They also face pressure to make career decisions that align with societal and cultural expectations, adding to their anxiety. Prospective graduates face the risks of not meeting the needs of pupils and/or the demands of school or other educational institutions. Anxiety is exacerbated by the moral and psychological state of students and/or the students themselves, because the state of war in Ukraine had an impact on society in general.

Socio-economic challenges: unemployment rates, economic downturns, agism at the labor market, requirements of modern education, changes in the cultural environment.

Psychological aspects may include doubts about their skills or talents, anxiety about the future. Cultural traditions and environment can shape their expectations, attitudes, and perceptions

of professional success. The moral and psychological state of the youngest teachers and students during the war who were/are in Ukraine or abroad.

Cultural norms and stereotypes may influence their career choices and priorities: “male” vs “female” jobs, “prestigious” jobs vs “jobs for losers”, "experienced teacher" vs "young teacher".

Aspirations, goals, prospects: financial stability, professional recognition, personal fulfillment, and opportunities for growth and advancement, making meaningful contributions in modern education.

Risks and fears: the risk of not finding a common language with pupils or school staff, not having the appropriate professional skills to find the best possible place of work, not being able to adapt to dynamic work moments.

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 develop a clearer understanding of their career path, gain confidence in their abilities, and emerge as a competent professional ready to navigate the challenges of their chosen field, while also realizing their personal and professional potential. The scheme of mentoring and tutoring for students of the "Secondary Education" specialty (and related specialties, graduates of which work with schoolchildren in the system of formal and informal education) should form in the mentee / tutor the ability to organize and implement the educational process, develop professional competences, apply the acquired knowledge, skills in the conditions of using the latest information, communication and digital technologies in pedagogical activities.

3. The ambitions of mentoring/tutoring.

The ambition is specialty should form in the mentee / tutor the ability to organize and implement the educational process, develop professional competences, apply the acquired knowledge, skills in the conditions of using the latest information, communication and digital technologies in pedagogical activities.

4. Values.

1. People-centeredness.
2. Humanization of education.
3. Tolerance.
4. Inclusion.
5. Cooperation.
6. Stability.
7. Mutual respect.
8. Communicative skills.
9. Professional ethics.
10. Efficiency.

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

The aim of applying the scheme of mentoring and tutoring for students majoring in “Secondary Education” is the formation of a new generation of teachers who will best contribute to the personal development of students in secondary schools, lyceums, vocational schools, etc.

The result: a highly qualified specialist who is competitive on the labor market, able to quickly master innovative digital technologies, implement digital tools in his professional activity and generate new digital solutions in his professional field.

6. Methods:

6.1. Engagement of mentors/tutors. Who is a mentor and tutor? Principles and approaches of their involvement (suggested maximum volume – 100 words).

A mentor is an all scientific and pedagogical worker who have the necessary teaching experience and experience in practical work: teachers of comprehensive secondary education institutions, deputy directors for educational work. They are also mentors who have direct practical work – social workers. Senior university students should be a special category.

Involvement of mentors within the framework of the scheme will be carried out mainly through cooperation with the Department of Education and Science of Mykolaiv's Regional State Administration. Specialists in pedagogy will propose topics and projects for work with mentees depending on their experience and competencies. In addition, requests for potential mentors will be forwarded to other relevant partners of the university through the Career Development Center, as well as discussed and presented at the Employers' Council. Mentors will be engaged based on the principles of voluntariness, motivation to transfer experience to mentees, relevance of competencies and students' needs.

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

A mentee is a student of "Secondary Education" specialty of the University who have a desire to overcome themselves, gain new professional skills, and have ambitions for competitive professional activity. Most of them should be students of the first to third years.

Approaches to the selection of mentees:

- at the request of an "Secondary Education" specialty, "Foreign Philology" and "Ukrainian Philology" specialty student (graduates of which foresee to work with schoolchildren the system of formal and informal education) who expresses a desire to deepen his/her own professional skills, beyond the scope of the educational program at the University;

- at the request of students of any specialty and any course of study who wish to develop their leadership skills, the ability to cooperate, creativity, the ability to persuade, adaptability, emotional intelligence, empathy, communication culture;

- at the request of the teacher/supervisor who recommends the student to improve his/her leadership skills, the ability to cooperate, creativity, the ability to persuade, adaptability, emotional intelligence, empathy, communication culture (including talented students and students engaged in scientific activities).

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

6.3. Mentor-mentee, tutor-tutee interactions. Ways of organizing communications between participants, methods of influence and transformation (training, coaching, facilitation, motivation, personal support, counseling, mentoring, etc.) - (suggested max. volume – 150 words).

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.

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.

7. Mentor-mentee, tutor-tutee interaction approaches

Methods of mentor-mentee, tutor-tutee interaction should be determined depending on the number of mentees/tutees per mentor/tutor, as well as according to the individual characteristics of the mentee and tutee.

However, the general thing for the proposed scheme should be systematic work according to a predetermined schedule, combining both individual and group forms of work. At the same time, it is worth noting that the dates of the meetings may vary according to certain working aspects of the mentors and tutors themselves, as well as according to the training schedule of the mentee and tutor. In the event of the abolition of martial law in Ukraine, it is worth planning mentor-mentee, tutor-tutee interaction in the classroom. However, under other conditions (or if necessary), this work can be organized remotely.

The main principle of such interaction should be constant mentor-mentee, tutor-tutee consultations in online or offline communication mode.

- 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

8. 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 work experience in the field of education: schools or other educational institutions, either formal or informal, experience as a coach, etc.
- Has good communication and mentoring skills.
- Good knowledge of current trends and innovations in the field of education.
- 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. Appeal to educational institutions.

- Contact Department of Education and Science of Mykolaiv Regional State Administration, deputy directors for educational work, teachers of general educational institutions of secondary education, social workers to express interest in mentoring and offer cooperation.
- Explain the purpose of the mentoring programme and the benefits of being a mentor.
- Ask the educational institutions 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 students majoring in "Secondary Education", "Ukrainian Philology", "Foreign Philology" and relevant educational institutions.
- 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 "Secondary Education" specialty, "Foreign Philology" and "Ukrainian Philology" specialty.

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 (Institute of Philology, Department of Ukrainian Philology and Intercultural Communication), 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:

- Experience in practical education at least 5 years.

- Expertise and specialized knowledge in the field of education.
- 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.

9. Procedures.

- organization of mentor-mentee, tutor-tutee 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 education 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 education.

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.

The issues of quality monitoring, performance control and level of satisfaction evaluation (based on pre-defined criteria and indicators) are described in more detail in Chapter 6 of this Guideline “Quality assurance and performance control”.

10. Forms of work. This part is described in more detail in Chapter 5.2. of this Guideline “Description of each mentoring scheme toolkit (consultations and discussions, group workshops and seminars, internships, training courses and workshops, practical training, joint projects, mentoring sessions, etc.)”

11. Information support.

IT-platform with the following functionality (General for all)

12. Database structure (Tables 8-9)

Table 8. Mentor Data Collection Form

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

For mentees

Table 9. Mentee Data Collection Form

#	First name, Last name	Year of study, № of academic	Major (specialty)	Disciplines you would like to study	Career ambitions and purpose	Results of the session, academic	Participation in student conferences, seminars,	Motivation for participating in the	Additional skills or knowledge (languages,

		group			of work in educational institutions	honors	master classes, etc	mentoring program: Why you want to participate in the mentoring program. What to expect from cooperation with a mentor	computer literacy, etc.)
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2) Other external sources:

1. Official websites of public authorities. Many educational institutions have official websites where information about their teachers.

2. Publications and studies. Many teachers 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. Recommendations and feedback. Reach out to students or colleagues who have already worked with government officials. They can share their experience and provide recommendations.

12. Resource provision. Specialized classrooms, equipment, software, qualified personnel for the organization and implementation of mentor-mentee / tutor-tutee interaction.

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 (the roles are common).

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.

13. Regulations. Regulation for implementing the mentoring program within the university (which is common).

List of competencies for mentees

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

Knowledge:

1. Pedagogical Approaches: Understanding different teaching methodologies and pedagogical approaches to engage students and promote effective learning.

2. Subject Matter Expertise: Acquiring in-depth knowledge of the subjects they teach to deliver accurate and comprehensive content to students.

3. Educational Psychology: Understanding fundamental principles of educational psychology to better comprehend student behavior, motivation, and learning processes.

4. Classroom Management Techniques: Learning strategies and techniques to effectively manage classroom dynamics, create a positive learning environment, and handle disciplinary issues.

5. Assessment and Evaluation: Understanding different assessment methods and techniques to evaluate student progress and provide meaningful feedback.

6. Educational Technology: Familiarity with various educational technologies and their applications to enhance instruction, student engagement, and learning outcomes.

7. Differentiated Instruction: Understanding how to adapt teaching methods, materials, and assessments to meet the diverse needs and learning styles of students.

8. Curriculum Development: Knowledge of curriculum design principles and the ability to develop coherent and relevant instructional plans aligned with educational standards.

9. Special Education: Understanding the basics of special education and inclusive practices to support students with diverse learning needs and abilities.

10. Educational Policies and Regulations: Familiarity with relevant educational policies, regulations, and best practices in teaching to ensure compliance and ethical conduct.

Skills:

1. Communication Skills: Effective verbal and written communication to convey information, instructions, and feedback clearly and concisely.

2. Lesson Planning: Ability to plan and structure engaging and coherent lessons that align with learning objectives and cater to diverse student needs.

3. Classroom Management: Skills in establishing and maintaining an organized, positive, and inclusive classroom environment that promotes student engagement and learning.

4. Adaptability: Ability to adapt teaching strategies and approaches to meet the evolving needs of students and changes in curriculum or educational policies.

5. Collaboration: Collaboration with colleagues, parents, and other stakeholders to foster a collaborative and supportive learning community.

6. Problem-Solving: Analytical skills to identify challenges, develop innovative solutions, and make informed decisions to support student learning and growth.

7. **Technology Integration:** Proficiency in integrating educational technology tools and resources into teaching practices to enhance instruction and student engagement.
8. **Reflective Practice:** Ability to engage in reflective practice, analyzing teaching methods and outcomes to continuously improve instructional approaches.
9. **Differentiation:** Skills to differentiate instruction to address the diverse learning needs and styles of students, ensuring inclusive and equitable learning experiences.
10. **Time Management:** Effective time management skills to prioritize tasks, meet deadlines, and optimize instructional time for maximum student engagement and learning.

Attitudes:

1. **Growth Mindset:** Cultivating a belief in continuous personal and professional growth, embracing challenges, and valuing feedback and self-reflection.
2. **Empathy:** Developing empathy towards students' experiences, challenges, and emotions to create a supportive and inclusive learning environment.
3. **Professionalism:** Demonstrating professional conduct, ethics, and integrity in all aspects of teaching, including punctuality, accountability, and confidentiality.
4. **Lifelong Learning:** Embracing a lifelong learning attitude, seeking out new knowledge, research, and professional development opportunities to enhance teaching skills.
5. **Cultural Sensitivity:** Valuing and respecting diverse cultural backgrounds, perspectives, and experiences of students and promoting an inclusive and culturally responsive learning environment.
6. **Collaboration and Teamwork:** Recognizing the importance of collaboration and teamwork, actively participating in collaborative activities and contributing to the success of the educational community.
7. **Open-Mindedness:** Maintaining an open mind towards new ideas, innovations, and approaches in education, and being receptive to different viewpoints and perspectives.
8. **Resilience:** Developing resilience and the ability to bounce back from setbacks, embracing challenges as opportunities for growth and learning.
9. **Student-Centered Approach:** Prioritizing students' needs and interests, fostering student autonomy.

14. Methodological support. Manuals, guides, advisors, methodical instructions, instructions, etc., which describe the methodical and applied aspects of implementing mentoring / tutoring in higher education institutions (as provided in the Work Package).

Title: Mentorship/Tutoring Guide: Empowering Student Success in Secondary Education
Section 1: Introduction

- Importance of mentorship/tutoring in supporting students majoring in Secondary Education.
- Overview of the guide and its purpose in providing comprehensive support to mentors/tutors.

Section 2: The Role and Duties of Mentors/Tutors

- Clarifying the responsibilities, expectations, and ethical considerations for mentors/tutors.
- Establishing a supportive and trusting relationship with mentees.
- Providing guidance, motivation, and constructive feedback to mentees.

Section 3: Understanding Mentoring Programs

- Exploring the different types of mentoring programs and their benefits for student success.
- Highlighting the goals, structure, and resources available within the mentoring program.
- Identifying the roles and responsibilities of program coordinators, mentors, and mentees.

Section 4: Challenges Faced by Students Majoring in Secondary Education

- Discussing common challenges encountered by students in the field of Secondary Education, such as time management, classroom management, and work-life balance.
- Strategies for addressing these challenges and fostering resilience in mentees.
- Section 5: Problem-Solving Approaches
 - Introducing problem-solving techniques and frameworks to mentors/tutors.
 - Empowering mentees to identify and analyze challenges, develop effective solutions, and implement action plans.
- Section 6: Youth Involvement Activities
 - Highlighting the importance of engaging youth in their educational journey.
 - Providing mentors/tutors with strategies for promoting student engagement, active participation, and leadership development.
- Section 7: Goal Setting and Action Planning
 - Guiding mentors/tutors in helping mentees set meaningful and achievable goals.
 - Supporting mentees in creating action plans, monitoring progress, and celebrating milestones.
- Section 8: Effective Communication
 - Exploring the role of effective communication in mentoring relationships.
 - Providing mentors/tutors with communication strategies, active listening techniques, and constructive feedback approaches.
- Section 9: Providing Guidance and Support
 - Equipping mentors/tutors with resources and strategies to provide academic, career, and personal guidance to mentees.
 - Promoting a supportive and inclusive learning environment.
- Section 10: Evaluation and Continuous Improvement
 - Establishing mechanisms for evaluating the effectiveness of the mentorship/tutoring program.
 - Encouraging mentors/tutors to reflect on their practices, seek feedback, and implement improvements.
- Section 11: Additional Resources
 - Compiling a list of additional resources, references, and professional development opportunities for mentors/tutors in Secondary Education.

15. 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.

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

Psychological portrait of the target audience, its specifics, risks, potential psychological problems or difficulties, methods of identifying and leveling them. Psychological support for mentees/tutees; mentors/tutors, other stakeholders and participants (if necessary). Consultations are possible for the mentors/tutors themselves, both to strengthen psychological stability for readiness to work with the mentee/tutee, and for psycho-emotional relief, as well as for the formation of skills in monitoring the state of the target audience and possible psychotic changes and negative manifestations, surges of emotions, skills to avoid them, reduction, switching. Psychological support of the mentee/tutee (consultations or trainings, personal or group) for the correction of the psycho-emotional state (if necessary or upon request), relief, motivation. Periodic monitoring of this state and its changes. It can be carried out as needed, on request or systematically/periodically as an integral element of mentoring / tutoring, taking into account the specifics of the target audience and the purpose of the scheme (if applicable).

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.

Psychological Portrait of the Target Audience:

- Recognizing the specific characteristics and needs of the target audience, including mentors, tutors, mentees, and other stakeholders.

- Identifying potential psychological risks, difficulties, and challenges that may arise during the mentoring/tutoring process.

- Understanding the impact of the pandemic and the invasion on the psychological well-being of individuals in the educational context.

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.

- 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.

7. MENTORING/TUTORING SCHEME (METHODOLOGY AND COMPONENTS)

GENDER MENTORING

METHODOLOGICAL BASE AND PREREQUISITES

1. Initial conditions.

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

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

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

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

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

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

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

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

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

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

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

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

3. The ambitions of mentoring.

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

4. Values.

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

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

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

The results:

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

6. Methods:

6.1. Engagement of mentors/tutors.

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

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

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

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

The project team will also develop guidelines for individual consultations.

6.2. Selection of mentee/tutee.

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

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

Approaches to involvement of mentees and tutees: the university introduces the developed mentoring and tutoring scheme to female students, especially newcomer students, a special electronic portal will allow interested students to register for a program, and select a mentor/tutor. Mentees and tutees are selected based on their requests and applications.

6.3. Mentor-mentee, tutor-tutee interactions.

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

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

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

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

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

MODEL OF THE MENTORING \ TUTORING SCHEME

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

Mentor selection algorithm:

In the first stage, the mentoring program will be implemented by the academic staff involved in the project as trainers/researchers/or members of the student's career development department together with industrial partners, who are ready to develop hands-on courses related to the topic of the scheme.

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

- Practical experience in relations with students (teaching);

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

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

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

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

All potential mentors and tutors should participate in mandatory training.

Algorithm for selecting mentees/tutees:

1. Launch an open call for mentee applications:

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

2. Application and project proposal submission:

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

Next steps:

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

9. Procedures.

Organization of mentor-mentee, tutor-tutee interaction

1. Mentors and tutors develop a series of thematic workshops supplemented by hands-on courses related to the program's theme. These courses and workshops serve as foundational elements of the mentoring and tutoring program and are introduced to the university community. The responsibility for managing the program is assigned to the Student Career Development Center (or a relevant university unit), in collaboration with the T&M Center.

2. The registration of students as mentees or tutees for the mentoring and tutoring program is announced through a dedicated portal. Mentors and mentees, as well as tutors and tutees, are

matched based on the specified matching criteria, taking into account the interests of the mentee/tutee.

3. Orientation sessions are conducted for both mentors/tutors and mentees/tutees to acquaint them with the program's goals, guidelines, and expectations. Regular one-on-one or group interactions occur between mentors/tutors and mentees/tutees, with meetings taking place through scheduled sessions, virtual platforms, or face-to-face interactions, depending on participants' preferences and availability.

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

The issues of quality monitoring, performance control and level of satisfaction evaluation (based on pre-defined criteria and indicators) are described in more detail in Chapter 6 of this Guideline “Quality assurance and performance control”.

10. Forms of work. This part is described in more detail in Chapter 5.2. of this Guideline “Description of each mentoring scheme toolkit (consultations and discussions, group workshops and seminars, internships, training courses and workshops, practical training, joint projects, mentoring sessions, etc.)”

11. Information support.

1) IT-platform with the following functionality (General for all)

2) Database structure

I. Mentors

1. First name

2. Last name

3. Gender

4. Contact Information (Email, Phone Number)

5. Professional Information (occupation, employee, job title or position, industry)

6. Areas of expertise, areas of mentorship interest ((STEM disciplines, research skills, career development, networking and professional connections, work-life balance, leadership skills, gender equity and inclusion, negotiation and advocacy, public speaking and presentation, grant and proposal writing, professional development resources, career transitions, stress management and well-being, entrepreneurship and innovation, global perspective (international opportunities))

7. Preferred forms of work

8. Availability schedule (days of the week, hours)

9. Meeting Format (off-line, online)

10. Previous mentoring experience

11. Notes and comments

II. Mentees/Tutees

1. First name

2. Last name

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

III. Tutors

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

3) Other external sources.

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

12. Resource provision.

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

13. Regulations. Regulation for implementing the mentoring program within the university (which is common).

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

List of competences for mentees/tutees

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

Knowledge:

1. Deeper understanding of gender-related issues, including stereotypes, biases, and challenges faced by individuals of different genders.
2. Methods and techniques to advocate for themselves effectively, addressing gender-related barriers and asserting their rights and needs in academic and professional settings.
3. Insights into career development strategies, goal setting, and pathways to success in their chosen fields
4. Understanding the importance of promoting diversity and inclusion, not only in their own careers but also in the broader academic and professional community.
5. Understanding the importance of work-life balance and strategies for maintaining well-being is crucial knowledge for future success.

6. Understanding the intersection of gender with other aspects of identity, such as race, ethnicity, and sexuality.
7. Understanding international opportunities, collaborations, and global perspectives in their chosen fields.

Skills:

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

Attitudes:

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

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

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

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

The main tasks of the T&M Center include:

1. Mentors/tutors recruitment and training: running mechanisms for recruiting and selecting qualified mentors/tutors from both internal and external sources, as well as providing training programs and workshops to equip mentors/tutors with the necessary skills, knowledge, and competencies to effectively guide and support mentees/tutees.
2. Mentees/tutees enrollment and matching: collecting mentee/tutee preferences, academic needs, and career aspirations, and matching them with suitable mentors/tutors based on compatibility and expertise.
3. Information and communication support: establishing communication channels such as dedicated email addresses, IT-platform, social media channels and providing information about the mentoring/tutoring programs, guidelines, resources, and important updates.
4. Monitoring and evaluation of the mentoring/tutoring programs to ensure their effectiveness and continuous improvement. Mechanisms are in place to collect feedback from mentors, mentees/tutees, and other stakeholders, and to conduct assessments or surveys to gauge program outcomes and impact.
5. Providing resources and support materials related to mentoring/tutoring: online libraries, databases, handbooks, and guides that mentors, mentees/tutees, and program coordinators can utilize for reference and professional development.

6. Providing administrative support to assist with program logistics, scheduling mentor/mentee or tutor/tutee meetings, and handling administrative tasks related to the mentoring/tutoring process.

7. Reporting and documenting mentoring/tutoring activities, progress reports, and outcomes.

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

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

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

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

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

8. MENTORING/TUTORING SCHEME (METHODOLOGY AND COMPONENTS) LOCAL GOVERNMENT – LED MENTORING

METHODOLOGICAL BASE AND PREREQUISITES

1. Initial conditions.

Relevance of the scheme:

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.

4. 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.

5. 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.

6. Methods:

6.1. 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.

6.2. 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.

6.3. 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.

7. 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

8. 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:

Matching mentors and mentees using algorithms of the IT-platform;

Organizing an introductory meeting or orientation to introduce mentees and mentors, clarify expectations, establish communication guidelines, and set project milestones.

9. Procedures.

- organization of mentor-mentee, tutor-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.

The issues of quality monitoring, performance control and level of satisfaction evaluation (based on pre-defined criteria and indicators) are described in more detail in Chapter 6 of this Guideline “Quality assurance and performance control”.

10. Forms of work. This part is described in more detail in Chapter 5.2. of this Guideline “Description of each mentoring scheme toolkit (consultations and discussions, group workshops and seminars, internships, training courses and workshops, practical training, joint projects, mentoring sessions, etc.)”

11. Information support.

- 1) IT-platform with the following functionality (General for all)
- 2) Database structure (Tables 10-11)

For mentors

Table 10. Mentor Data Collection Form

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

Table 11. Mentee Data Collection Form

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

3) 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.

12. Resource provision. Specialized classrooms, equipment, software, qualified personnel for the organization and implementation of mentor-mentee / tutor-tutee interaction.

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** (the roles are common).

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.

13. Regulations.

1. Regulation for implementing the mentoring program within the university (which is common).

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.

14. Methodological support.

1. Agreement with a mentor
2. Agreement with mentee
3. Title: Manual for Mentoring Legal Professionals in Local Government

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15. 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.

16. 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.

- 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.

9. MENTORING/TUTORING SCHEME (METHODOLOGY AND COMPONENTS) **DIGITAL MENTORING**

METHODOLOGICAL BASE AND PREREQUISITES

1. Initial conditions.

Relevance of the scheme: The pandemic of the coronavirus infection COVID-19 and the full-scale military operation of Russia against Ukraine caused the forced transition of Ukrainian institutions of higher education and business to the distance format of education and remote work. This forms a set of new requests from employers regarding the digital skills and competencies of students of various specialties and employees of various professions. Digital mentoring will allow to develop and actualize relevant skills and competencies. However, digital mentoring is relevant not only for Ukraine, but also for other countries of the world. This is primarily due to the active global digitization of the economy, economic activity, and the educational environment. In the digital era, higher education institutions should introduce digital mentoring schemes for students of various specialties who have difficulties in using digital technologies and tools in education, as well as for students of IT specialties who wish to improve their professional knowledge and acquire practical skills under the guidance of experienced specialists in IT spheres. The above actually constitutes the content of the digital mentoring scheme and proves its relevance.

Target audience: The target audience is students. Moreover, the scheme of digital mentoring can be useful and valuable both for IT students and for students of other specialties. The main request of IT students is regular updating of knowledge and skills of working with modern technologies, which are actively changing as a result of innovative development and scientific and technical progress. The main request of students of non-IT majors is to master the digital skills necessary for favorable employment and successful professional self-realization. Today, the competitiveness of specialists of all specialties directly depends not only on their hard skills, but also on their soft skills, among which the ability to work with modern digital technologies occupies a prominent place. Digital mentoring, together with formal education, will equip university students with digital skills and competencies relevant to the labor market.

Needs and requests: to enhance digital skills in a specific area; career advice in IT sphere; personal development in digital age. Digital mentoring can also provide an opportunity for mentees to expand their professional network; they may request introductions to industry professionals or experts in their field of interest. Some mentees require help in navigating and effectively using digital tools, apps, or software related to their areas of interest or work.

Challenges and concerns of future graduates: keeping up with the constant advancements in IT technology can be challenging, as graduates need to stay updated with the latest tools, programming languages, frameworks, and methodologies; digital skills learned during their studies may become outdated quickly, necessitating continuous learning and upskilling to remain competitive in the job market; determining the right specialization within IT can be difficult, as the field is vast, ranging from software development and cybersecurity to data science and artificial intelligence.

Socio-economic challenges: unemployment rates, economic downturns, limited job opportunities in some fields, industry demands, salary levels for specialists with digital skills, high demand of foreign companies for highly qualified IT specialists.

Psychological aspects may include doubts about their skills or talents, anxiety about the future. Cultural traditions and environment can shape their expectations, attitudes, and perceptions of professional success and the role of digital skills in career development.

Cultural norms and stereotypes may influence their career choices and priorities: “male” vs “female” jobs, “prestigious” jobs vs “jobs for losers”, jobs for introverts and extroverts, jobs for nerds and achievers.

Aspirations, goals, prospects: financial stability, professional recognition, personal fulfillment, and opportunities for growth and advancement, making meaningful contributions in their respective fields.

Risks and fears: risk of being underprepared for the competitive job market, encountering challenges in finding suitable employment, or experiencing difficulty in adapting to work environments due to a lack of digital skills.

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 develop new digital skills, become more confident in themselves as specialists capable of quickly mastering innovative digital technologies. Thanks to participation in this scheme, mentees will gain higher competitiveness in the labor market and realize themselves as modern professionals.

3. The ambitions of mentoring/tutoring.

The ambition is to promote inclusivity and diversity in mentorship opportunities. It seeks to connect mentees with mentors who can relate to their experiences and backgrounds, fostering a supportive environment where individuals from all spheres can benefit from mentoring relationships. It aims to provide mentees with continuous access to mentors who can help them stay updated with the latest industry trends, technologies, and best practices, ensuring their professional growth and adaptability.

4. Values.

1. Tolerance.
2. Inclusiveness.
3. Voluntariness.
4. Openness and flexibility.
5. Creativity and innovation.
6. Proactivity.
7. Balance.
8. Effectiveness.
9. Making connections.

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

The aim of applying the scheme: equipping mentees with digital skills that meet the current demands of the labor market; development mentees’ digital literacy; deepening of professional knowledge of IT students; development of competencies of students of non-IT specialties in the field of application of the latest digital tools and technologies in professional activities.

The result: a highly qualified specialist who is competitive on the labor market, able to quickly master innovative digital technologies, implement digital tools in his/her professional activity and generate new digital solutions in his/her professional field.

6. Methods:

6.1. Engagement of mentors/tutors.

A mentor is a practitioner, a specialist in the IT sphere or another field, who has expertise in the digital area.

Involvement of mentors within the framework of the scheme will be carried out mainly through cooperation with the project's industry partner - IT cluster. Specialists in the IT industry

(both IT specialists and representatives of non-IT professions) will propose topics and projects for work with mentees depending on their experience and competencies. In addition, requests for potential mentors will be forwarded to other relevant partners of the university through the Career Development Center, as well as discussed and presented at the Employers' Council. Mentors will be engaged based on the principles of voluntariness, motivation to transfer experience to mentees, relevance of competencies and students' needs.

6.2. Selection of mentee/tutee.

A mentee is a student of IT or any other specialty of the University who seeks to update his/her knowledge and develop and/or deepen his/her own digital skills.

Approaches to the selection of mentees:

- at the request of an IT student who expresses a desire to deepen his/her own professional skills, beyond the scope of the educational program at the University;
- at the request of students of any specialty and any course of study who wish to develop their digital skills, improve their ability to use modern educational technologies and digital learning tools;
- at the request of the teacher/supervisor who recommends the student to improve his/her digital skills (including talented students and students engaged in scientific activities).

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

6.3. Mentor-mentee, tutor-tutee interactions.

Matching criteria: motivation for digital skills development, desire and readiness to learn digital tools and develop digital skills, digital vector in career aspirations, compatibility with expectations and the mentors' experience, shared system of goal setting and project management values.

When the mentor-mentee interaction begins, mentor acts as a facilitator, helping the mentee to master tools, implement projects, etc. The mentor constantly encourages and supports the mentee, motivating them to achieve results, provides feedback.

The main forms of interaction are systematic meetings and online communication. Meetings can be scheduled in person (offline) or virtually (online). Project management tools and online boards can be helpful in providing a structured space for discussions, teamwork, goal setting and progress tracking. Additional communications can be organized via Telegram, Viber, Wat's-up, and E-mail. Training, facilitating, coaching, personal and group support and counseling during project implementation are the main methods that should be used.

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

A combined approach will be used in the organization of "mentor-mentee" interaction. Depending on the specifics of the events, individual and group (internships, work on projects, participation in meetings, public lectures, mentoring sessions, workshops, etc.) work will be used.

Since one of the key principles of this mentoring scheme is openness and flexibility, the "mentor-mentee" interaction will not be implemented according to a rigidly approved schedule, but as the need (demand) arises. This will make it possible to harmonize the mentee's educational schedule and the mentors' work schedule as much as possible.

The main requirement for "mentor-mentee" interaction is systematic, not fragmentary cooperation. Systematic interaction will allow building relationships of trust, establishing effective communication, and finding a mutually acceptable format for exchanging knowledge and ideas.

MODEL OF THE MENTORING \ TUTORING SCHEME

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

Algorithm for Selecting Mentors:

1. Identify the pool of potential mentors:
 - Reach out to IT cluster and other industry contacts, alumni networks and professional associations.
 - Advertise the mentorship program through university channels and social media platforms.
2. Application:
 - Invite interested individuals to create tier profiles at the IT-platform, highlighting their qualifications, experiences, and if relevant, project proposal.
3. Screening & interview:
 - Review profiles based on the defined selection criteria
 - Assess the mentors' availability and commitment to the program during interview

Mentor qualifications and requirements:

- At least 2 years of practical experience, successful career progression, or leadership roles.
- Expertise and specialized knowledge in digital areas relevant to the mentees' professional goals.
- Communication and interpersonal skills, ability to provide constructive feedback, and foster a supportive learning environment.
- Availability to share experiences and to provide support to mentees.
- Readiness to maintain confidentiality, respect mentees' boundaries, and act in the mentees' best interests.

All potential mentors should participate in mandatory training.

Algorithm for Selecting Mentees:

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

Invite prospective mentees to create tier profiles at the IT-platform, including their background information and a project proposal. In the project proposal, mentees should outline their motivation, expectations, level of digital skills, and areas where the guidance from experienced professionals will promote their career development.

Next steps:

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

9. Procedures.

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

1. Creating a register of mentors on the Mentoring and Tutoring Platform. This register contains:

- names of mentors, their positions, phone, email, links to pages in social networks;
- areas of competence (knowledge, skills, experience);
- proposals and interests in the implementation of mentoring programs.

2. The specialist from the Tutoring and Mentoring Center is responsible for collecting requests for the necessary mentoring support and selects mentors according to the necessary knowledge and experience.

3. Meetings of the mentors with the mentees take place in accordance with the agreed plan.

4. To monitor the work of mentors: once every six months, the mentees takes a survey regarding the current results of its cooperation with the mentors and needs for the future; at the end of the mentoring period, the mentor writes feedback to the Mentoring and Tutoring Center regarding the mentoring results.

The issues of quality monitoring, performance control and level of satisfaction evaluation (based on pre-defined criteria and indicators) are described in more detail in Chapter 6 of this Guideline “Quality assurance and performance control”.

10. Forms of work. This part is described in more detail in Chapter 5.2. of this Guideline “Description of each mentoring scheme toolkit (consultations and discussions, group workshops and seminars, internships, training courses and workshops, practical training, joint projects, mentoring sessions, etc.)”

11. Information support. Characteristics of the source of information about potential mentors/tutors and mentees/tutees, as well as the sources of obtaining it: databases or registers and their components, their characteristics and features. If necessary and possible - software used to process this data in databases, including associated with the selection and matching of mentor-mentee, tutor-tutee.

- 1) IT-platform with the following functionality (General for all)
- 2) Database structure specific for each scheme – internal accounting system (Tables 12-13)

For mentors

Table 12. Mentor Data Collection Form

#	First name	Last name	Organization	Position	Key expertise field	Possible projects for involvement

For mentees

Table 13. Mentee Data Collection Form

#	First name	Last name	Year of study	Major (specialty)	№ of academic group	Level of specific skills (web-design)

3) Other external sources:

1. Websites of IT-companies, web-site of IT-cluster. On these we-bsites you can find profiles of specialists, their achievements and expertise.
2. Social media and professional networks. These profiles can provide information about specialists' career, skills and projects they have been involved in.
3. Public events, guest lectures. Visiting these events will help students to know more about IT-companies and their staff, understand the expertise and how it could help in future career.

12. 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, computers, 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 such as project management tools, graphic redactors and others 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** (the roles are common).

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.

13. Regulations.

1. Regulation for implementing the mentoring program within the university (which is common).

List of competencies for mentees

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

Knowledge:

Technical Understanding: Mentees should gain a solid understanding of IT concepts, technologies, and tools relevant to their chosen domain (e.g. regarding the selected direction, software development, data analytics, cybersecurity, web-design, project management etc.).

Industry Trends: Staying updated with the latest trends, innovations, and advancements in the IT industry will help mentees remain competitive and adaptive.

Project Management: Understanding the fundamentals of project management, including approaches to planning, organization, and time tracking, is crucial for successful project execution.

Agile Methodology: Familiarity with Agile practices, such as Scrum and Kanban, will help mentees adapt to fast-paced development cycles and enhance their teamwork abilities.

Data Literacy: In today's data-driven world, being comfortable with data analysis, interpretation, and data-driven decision-making is invaluable.

Cybersecurity Awareness: Mentees should be aware of basic cybersecurity principles and practices to safeguard their work and contribute to a secure digital environment.

User Experience (UX) Design: Understanding user-centric design principles will enable mentees to create more intuitive and user-friendly digital products.

Ethical Considerations: Learning about ethical implications in IT, including data privacy, AI ethics, and responsible AI development, will foster responsible and conscientious IT professionals.

Skills:

Coding Proficiency: Acquiring proficiency in relevant programming languages and frameworks will be essential for mentees pursuing technical roles.

Troubleshooting and Debugging: Developing the ability to identify and resolve technical issues efficiently is a crucial skill for IT professionals.

Data Analysis Tools: Learning how to use data analysis tools will empower mentees to make data-driven decisions.

Adaptability and Flexibility: Cultivating adaptability in the face of rapidly changing technology and project requirements will help mentees thrive in the IT industry.

Collaboration and networking: Strengthening collaboration skills will enable mentees to work effectively in diverse and cross-functional teams. Building professional networks and engaging in industry events will open up opportunities for mentees to grow their careers.

Communication Skills: Improving both written and verbal communication skills will aid mentees in articulating ideas, collaborating with teams, and presenting their work effectively.

Problem-Solving: Developing the ability to analyze complex issues, break them down into manageable components, and implement effective solutions is essential in IT roles.

Time Management: Learning to manage time effectively and prioritize tasks will improve mentees' productivity and work-life balance.

Critical Thinking: Enhancing critical thinking abilities will help mentees evaluate situations objectively and make well-informed decisions.

Presentation Skills: Developing strong presentation skills will aid mentees in showcasing their work and ideas with confidence.

Continuous Learning: Cultivating a mindset of continuous learning and seeking opportunities for self-improvement is essential in the ever-evolving IT field.

Attitudes:

Proactive Approach: Encouraging a proactive attitude will empower mentees to take initiative and seek solutions independently.

Open to Feedback: Being receptive to feedback and using it constructively to improve their skills and performance is a valuable attitude.

Resilience: Cultivating resilience in the face of challenges and setbacks will enable mentees to persevere and grow in their careers.

Innovative Thinking: Fostering an innovative mindset will encourage mentees to think creatively and propose novel solutions to problems.

Team working: Emphasizing the importance of teamwork and valuing the contributions of others will make mentees effective collaborators.

Adaptability: Encouraging mentees to be adaptable and embrace change will help them thrive in dynamic IT environments.

Curiosity: Instilling a sense of curiosity will motivate mentees to explore new technologies and stay curious about emerging trends.

Diversity and Inclusion: Encouraging an inclusive mindset and valuing diversity in all forms will create a positive and welcoming IT community.

Ethical Integrity: Emphasizing the importance of ethical behavior and integrity will foster a sense of responsibility and trustworthiness in mentees.

14. Methodological support. Manuals, guides, advisors, methodical instructions, instructions, etc., which describe the methodical and applied aspects of implementing mentoring / tutoring in higher education institutions (as provided in the Work Package).

1. Agreement with a mentor – common to all
 2. Agreement with mentee – common to all
 3. Guideline for Digital Mentoring
- Table of Contents:
1. Introduction
 - Purpose of the Manual
 2. Understanding the Digital Mentoring Program
 - Overview of the Digital Mentoring Program
 - Objectives and Expected Outcomes of the Digital Mentoring Program
 - Roles and Responsibilities of the Digital Mentoring Program
 - Mentors (Experienced specialist of IT-field)
 - Mentees (Students of IT and non-IT specialties)
 - Program Coordinators
 3. Mentors' Guide
 - 3.1 Role of Digital Mentors
 - Mentoring Responsibilities in Digital Mentoring
 - Guiding Mentees in Digital Mentoring
 - 3.2 Mentoring Plan and Goal Setting for Digital Mentoring
 - Digital Mentoring Plan
 - Enhancing Digital Skills
 4. Mentees' Guide
 - 4.1 Role of Mentees in Digital Mentoring
 - Responsibilities of Mentees in Digital Mentoring
 - Actively Engaging in the Mentoring Relationship
 - 4.2 Goal Setting and Action Planning in Digital Mentoring
 - Action Plans for Skill Enhancement in digital sector

5. Program Administration

- 5.1 Mentor and Mentee Matching Process
- 5.2 Coordinating Program Activities for digital sector
- 5.3 Monitoring and Evaluation of the Mentoring Program

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

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

The main tasks of the T&M Center include:

1. Mentors/tutors recruitment and training: running mechanisms for recruiting and selecting qualified mentors/tutors from both internal and external sources, as well as providing training programs and workshops to equip mentors/tutors with the necessary skills, knowledge, and competencies to effectively guide and support mentees/tutees.
2. Mentees/tutees enrollment and matching: collecting mentee/tutee preferences, academic needs, and career aspirations, and matching them with suitable mentors/tutors based on compatibility and expertise.
3. Information and communication support: establishing communication channels such as dedicated email addresses, IT-platform, social media channels and providing information about the mentoring/tutoring programs, guidelines, resources, and important updates.
4. Monitoring and evaluation of the mentoring/tutoring programs to ensure their effectiveness and continuous improvement. Mechanisms are in place to collect feedback from mentors, mentees/tutees, and other stakeholders, and to conduct assessments or surveys to gauge program outcomes and impact.
5. Providing resources and support materials related to mentoring/tutoring: online libraries, databases, handbooks, and guides that mentors, mentees/tutees, and program coordinators can utilize for reference and professional development.
6. Providing administrative support to assist with program logistics, scheduling mentor/mentee or tutor/tutee meetings, and handling administrative tasks related to the mentoring/tutoring process.
7. Reporting and documenting mentoring/tutoring activities, progress reports, and outcomes.

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

Psychological portrait: a mentee is a University student of any course of study and field of study (specialty), who possesses the following traits: independence (self-control and self-organization), responsibility, perseverance, purposefulness, and the desire for continuous self-development. The specificity of the target audience of digital mentoring is that it can be conditionally divided into two subgroups depending on the attitude of students to professional training and their extracurricular interests:

The 1st subgroup - students of mostly non-IT specialties, who have a comprehensive approach to professional training, are focused on broad specialization and versatile in-depth professional training; have broad cognitive interests, proactive, inquisitive;

The 2nd subgroup - students of mainly IT specialties who are clearly focused on a narrow specialization, persistently deepen their knowledge in the chosen field (emphasis on those knowledge and skills that, in their opinion, are necessary for their future professional activity); are distinguished by high purposefulness in the movement towards professional self-development and growth, while not showing proper interest in related sciences and areas of activity.

Risks: the probability of choosing the wrong tools of interaction, methods of motivation and channels of communication with students depending on the peculiarities of their temperament, character and psychotype.

Potential psychological problems (difficulties) – stress caused by the war in Ukraine; communication and social interaction difficulties caused by the distance learning format; emotional exhaustion and fatigue; despair and loss of self-confidence.

The Psychological Service is professionally engaged in identifying and leveling psychological problems (difficulties) of mentors and mentees at the University. The psychological service of the university conducts individual and group consultations for students, teachers and employees on an ongoing basis, free of charge and confidentially. Mentees and mentors can receive psychological counseling on problems of overcoming complexes, increasing self-confidence, solving conflict situations, getting out of stressful and depressive states, problems in communicating with peers, teachers, parents, problems during the adaptation period, as well as personal problems.

Upon request, the University Psychological Service can conduct specialized trainings for mentors and/or mentees.

10. MENTORING/TUTORING SCHEME (METHODOLOGY AND COMPONENTS)

PROFESSIONAL MENTORING

METHODOLOGICAL BASE AND PREREQUISITES

1. Initial conditions

The issue of graduates' future employment, learning about the peculiarity of their practical knowledge application as well as acquiring new necessary skills before the graduation – belong to the most discussed areas in higher education not depending on the university location. At the same time, this is the most topical in the countries experiencing changes because of different circumstances. Understanding that the mentoring process develops a growth mindset where you have the opportunity to understand the workplace culture better and developing dual education, the idea of professional mentoring is highly needed at the Ukrainian HEIs. Prerequisites for the professional mentoring realization is a set of events and trainings on the mentoring implementation supported by the Ukrainian HEIs and the Ministry of Education and Science of Ukraine (for example, «Mentor school» as of 20-24 February, 2023 conducted by Scientist Support Office, Council of Young Scientists under the Ministry of Education and Science of Ukraine).

Scheme of the professional mentoring provides the following benefits:

- Development of leadership potential among future graduates within the work on individual ideas realization and practicing their knowledge with the professionals.
- Self-confidence improvement among students.
- Development of the cooperation between the university and industry as well as dual education realization.
- Creation of an opportunity for growth for both the mentee and the mentor.

Relevance of the scheme: Professional mentoring addresses the problem of a lack of real-world exposure for students. By connecting them with industry professionals, it bridges the gap between theory and practice, offering practical insights and guidance that prepare students for the challenges and expectations of the professional world.

Target audience: Future graduates, often students nearing the completion of their studies. They are individuals in the process of preparing to enter the workforce and embark on their professional careers. As they approach graduation, they are likely to have a mix of excitement, anticipation, and some anxiety about the transition from academia to the professional world.

The needs and requests include gaining clarity on career paths, understanding job market trends, and acquiring practical skills that will enhance their employability. They seek assistance in bridging the gap between theoretical knowledge gained in academia and practical application in the workplace, developing professional networks, and building a strong foundation for future success.

Challenges and concerns of future graduates include limited work experience, uncertainty about the job market, and doubts about their abilities to meet employers' expectations. They also face pressure to make career decisions that align with societal and cultural expectations, adding to their anxiety.

Due to the socio-economic challenges, there is a big problem with unemployment rates, economic downturns, limited job opportunities in some fields, agism at the labor market, industry demands etc.

Psychological aspects may include doubts about their skills or talents, anxiety about the future. Cultural traditions and environment can shape their expectations, attitudes, and perceptions of professional success.

Cultural norms and stereotypes may influence their career choices and priorities: “male” vs “female” jobs, “prestigious” jobs vs “jobs for losers”,

Risks and fears: risk of being underprepared for the competitive job market, encountering challenges in finding suitable employment, or experiencing difficulty in adapting to work environments due to a lack of practical skills or familiarity with workplace dynamics.

Aspirations, goals, prospects are the following: financial stability, professional recognition, personal fulfillment, and opportunities for growth and advancement, making meaningful contributions in their respective fields.

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

As a result of the application of the mentoring scheme, the mentees will develop a clearer understanding of their career path, gain confidence in their abilities, and emerge as a competent professional ready to navigate the challenges of their chosen field, while also realizing their personal and professional potential.

3. The ambition of mentoring

The ambition is to empower and guide mentees in their personal and professional development, to offer mentees a valuable opportunity to bridge the gap between academic learning and real-world practice, insights into industry trends and help future graduates identify their strengths and areas for improvement to realize their full potential and thrive in their chosen field.

4. Values.

This scheme is based on the following values:

1. Trust and confidentiality.
2. Respect for individuality and diversity.
3. Commitment to continuous learning and growth.
4. Open and honest communication.
5. Empathy and understanding.
6. Accountability and responsibility.
7. Collaboration and teamwork.
8. Professionalism and ethical conduct.
9. Respect for human dignity.
10. Encouragement of self-reflection and personal development.

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

The aim of the professional mentoring scheme is to enable mentees to gain clarity about their career paths, develop confidence in their abilities, and emerge as competent professionals capable of navigating the challenges of their chosen professional field.

The result: proficient young professionals having a deep understanding of their career aspirations and well-equipped with necessary relevant competences.

6. Methods:

6.1. Engagement of mentors/tutors. Who is a mentor and tutor? Principles and approaches of their involvement (suggested maximum volume – 100 words).

A mentor is an experienced professional who voluntarily offers his/her guidance, expertise, and support to mentees. In some cases, mentors are former students of the universities.

Principles and approaches of involvement:

- an opportunity to share their own insights and lessons learned from their professional journeys;
- fostering a sense of community, creating stronger ties between alumni and current students;

- to emphasizing at adding value for universities and students and valuing contribution of mentors (recognition of their efforts);
- promoting companies where mentors are working.

6.2. Selection of mentees.

A mentee is a future graduate who seeks guidance, support, and learning from a mentor to enhance their personal and professional development.

Approach for mentee involvement: An open call to individuals who wish to implement their projects and receive guidance from experienced professionals. Prospective mentees are invited to submit their project proposals, outlining areas where they seek guidance.

Principles of involvement of mentees: Mentees are involved voluntarily based on the compatibility of their projects with the expertise of available mentors.

6.3. Mentor-mentee interactions.

Matching criteria: mentee preferences, academic background, career aspirations, and compatibility with mentors' expertise.

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

Communication channels include face-to-face meetings, virtual platforms, emails.

Coaching and interactive discussions are the main formats, focusing on setting goals, providing guidance, and offering feedback to support the mentee's growth.

Through personal support and counseling mentors provide new knowledge, skills, and best practices to enhance the mentee's capabilities, ensuring a safe space for reflection and guidance.

Mentoring involves sharing experiences, providing advice, and offering guidance based on the mentor's expertise.

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

Both group and individual work settings can be utilized, depending on the goals and preferences of mentors and mentees. These interactions can take place in traditional classroom settings or remotely through virtual platforms, accommodating flexibility and accessibility. The frequency of interactions should be systematic, following an established schedule for regular check-ins and progress updates.

The approach can be tailored to balance structure and flexibility, allowing for both proactive guidance and responsive support based on the mentee's/tutee's specific requirements and developmental journey.

MODEL OF THE MENTORING SCHEME

8. Algorithms for selecting mentors and mentees.

Algorithm for Selecting Mentors:

1. Identifying the potential mentors pool:
 - 1.1. Reaching out to alumni networks, professional associations, and industry contacts;
 - 1.2. Advertising the mentorship program through university channels and social media platforms.
2. Application - inviting interested individuals to create their profiles at the IT-platform, highlighting their qualifications, experiences, and if relevant, project proposal.
3. Screening & interview:
 - 3.1. Reviewing profiles based on the defined selection criteria;
 - 3.2. Assessing the mentors' availability and commitment to the program during interview

Mentor qualifications and requirements:

- At least 5 years of practical experience, successful career progression, or leadership roles.
- Expertise and specialized knowledge in areas relevant to the mentees' professional goals or industry.
- Academic degrees, certifications, or professional qualifications in the field.
- Strong communication and interpersonal skills, ability to establish rapport with mentees, actively listen, provide constructive feedback, and foster a supportive learning environment.
- Availability to provide guidance and support to mentees, dedicating time for regular interactions.
- Readiness to maintain confidentiality, respect mentees' boundaries, and act in the mentees' best interests.

All potential mentors should participate in mandatory training.

Algorithm for Selecting Mentees:

1. Open call for mentee applications:

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

1.2. Communication the purpose of the program and the criteria for participation (being a current student of a specific institution, demonstrating a commitment to actively engage in the mentoring program, having clear goals or areas of focus for their mentoring experience, willingness to learn from their mentor's experiences and insights etc).

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

Next steps:

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

9. Procedures.

Procedures for Organizing Mentor-Mentee Interaction:

1. Disseminating information about the application process. Information regarding the application process is disseminated through the T&M Program Coordinators within each Institute (Department) of the university, who provide guidance to mentees on how to participate in the program. Faculty coordinators and T&M Centre's staff contacts with potential mentors. Additionally, relevant announcements are posted on the university's website and social media platforms.

2. Registration at the IT platform & Profile completion. Mentees and mentors register on the designated IT platform for the mentoring program and create their profiles, highlighting their skills, topics/projects they are interested in, as well as specify their learning goals, objectives, and areas where they seek guidance. Mentors showcase their professional background, industry experience, areas in which they can provide mentorship and (if relevant) topics/projects they are interested in.

3. Matching process - fully automated at the platform or manually by the T&M Centre staff in accordance with the Matching criteria (para 6.3).

4. Introduction and agreement. Initial introduction is facilitated through the IT platform or other communication channels. After, the mentor and mentees have an initial meeting to discuss their expectations, goals, and establish an agreement on the scope and frequency of interaction, clarify goals, objectives, and desired outcomes of the mentoring/tutorship relationship, and determine the preferred communication methods.

5. Regular communication/check-ins. Mentees and mentors engage in regular communication that can occur through the IT platform's messaging system, virtual meetings, email, or other agreed-upon channels, as well as on-site. Meetings aim to check progress updates, provide guidance, discuss mutual achievements, challenges, and any questions or concerns. Besides, mentees, mentors, tutees and tutors provide feedback on their mentoring experience through the IT platform or surveys.

6. Progress tracking, monitoring, and evaluation. Continuous monitoring and evaluation occur throughout the program, with monthly reports serving as checkpoints to assess progress and align with quality monitoring and performance control indicators. The end-of-program evaluation aims to comprehensively assess program effectiveness, identify strengths, and pinpoint areas requiring improvement, and is based on collecting feedback from mentees, tutors, and tutees.

The issues of quality monitoring, performance control and level of satisfaction evaluation (based on pre-defined criteria and indicators) are described in more detail in Chapter 6 of this Guideline “Quality assurance and performance control”.

10. Forms of work. This part is described in more detail in Chapter 5.2. of this Guideline “Description of each mentoring scheme toolkit (consultations and discussions, group workshops and seminars, internships, training courses and workshops, practical training, joint projects, mentoring sessions, etc.)”

11. Information support.

1) IT-platform with the following functionality (General for all)

2) Database structure

Table: Mentors

- MentorID (Primary Key)
- First Name
- Last Name
- Gender
- Date of Birth
- Contact Information
- Email
- Phone Number
 - Professional Information
- Occupation
- Company/Organization
- Department
 - Areas of Expertise/Specialization
 - Availability Schedule
- Days of the Week
- Hours
 - Mentorship Start Date
 - Mentorship End Date (if applicable)

- Mentorship Status (Active, Inactive, Completed)
- Mentorship Capacity (Number of mentees they can mentor simultaneously)
- Notes/Comments (for additional information or remarks)

Table: Mentees

- MenteeID (Primary Key)
- First Name
- Last Name
- Gender
- Date of Birth
- Contact Information
- Email
- Phone Number
 - Educational Information
- Current Institution/Department
- Academic Group
- Major/Field of Study
- Academic Year
 - Specific Needs or Goals
 - Preferred Forms of Work
 - Availability Schedule
- Days of the Week
- Hours
 - Mentor Preferences (if applicable)
 - Mentor Assigned (if applicable)
 - Mentoring Start Date
 - Mentoring End Date (if applicable)
 - Mentoring Status (Active, Inactive, Completed)
 - Notes/Comments (for additional information or remarks)

3) Other external sources

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

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

Physical posters - to post announcements about the program and to connect with interested students and potential mentors.

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

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

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

Job fairs - to connect with individuals seeking professional development opportunities.

Employment centers - to identify employers looking for new staff.

University career advisory services - to reach students seeking guidance and career opportunities.

12. Resource provision.

Flexible spaces

Both physical and virtual where mentor-mentee interactions can take place. These spaces may include meeting rooms, discussion forums, online platforms, or dedicated mentoring portals where mentees can engage in meaningful discussions, share resources, and collaborate on projects. In case of working in designated physical workstations, desktop computers can be used and the space should have tables, chairs, and sufficient lighting. In other cases, virtual meeting and collaboration space and remote access tools that allow mentors to remotely access mentees' screens or provide technical assistance are needed.

While dedicated physical spaces are not always required, they can be beneficial for mentor-mentee interactions. If available, dedicated physical spaces offer a designated area where mentors and mentees can meet in person for face-to-face discussions, workshops, or collaborative work. Having a physical space can create a more immersive and focused environment, fostering deeper engagement and building stronger connections between mentors and mentees. However, mentor-mentee interactions can also take place in virtual spaces, such as video conferencing platforms or collaborative online platforms, which provide convenience and accessibility for remote interactions. The choice of utilizing a physical space or digital space depends on the specific needs, preferences, and resources available within the mentoring program.

Equipment, tools and technology

Different sets can be used depending on the work format. However, all solutions should ensure that mentors and mentees can effectively collaborate, communicate, and engage in mentorship activities regardless of their physical location within the flexible space. Among those that are that are relevant in both cases are the following:

Communication and collaboration tools that enable mentors and mentees to connect, interact, and share information regardless of the space they are in. This includes email, instant messaging platforms, video conferencing software, and project management tools. These tools facilitate seamless communication, document sharing, real-time collaboration, and task management, regardless of whether the interaction takes place in a physical or digital space.

Online learning platforms or resources that offer educational materials, courses, and resources relevant to the mentorship program. The cloud-based platforms can be accessed in both physical and digital spaces, allowing mentees to engage in self-paced learning, gain additional knowledge, and access relevant resources to support their professional development.

Reliable and secure Wi-Fi connectivity in the flexible spaces, allowing mentors and mentees to connect their devices and access online platforms, resources, and communication tools seamlessly.

Mobile Devices - personal smartphones, tablets, or laptops that can be used to access communication tools, collaboration platforms, and online resources. These devices enable flexibility and convenience for mentor-mentee interactions in various locations.

Portable audio-visual equipment such as projectors, portable screens, and speakers to facilitate presentations, discussions, and visual content sharing in different locations within the flexible space.

Noise-canceling headsets or privacy booths are needed for shared flexible spaces to ensure privacy and minimize distractions during mentorship sessions that require focused discussions or confidentiality.

Qualified Personnel (the roles are common).

13. Regulations.

1. Regulation for implementing the mentoring program within the university (which is common).

List of competencies for mentees

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

Knowledge:

1. Goal setting principles and the importance of SMART goals.
2. Action planning and its role in achieving desired outcomes.
3. The benefits of prioritization, organization, and strategic thinking.
4. Effective communication in building professional relationships.
5. Active listening, meaningful questioning, and rapport building.
6. Self-awareness in personal and professional development.
7. Problem-solving techniques and approaches.
8. Networking and relationship management in career advancement.
9. Professional etiquette, workplace norms, and cultural sensitivity.
10. Industry-specific trends, practices, and developments.

Skills:

1. Setting SMART goals and creating effective action plans.
2. Prioritization, time management, and task organization.
3. Strategic thinking for problem anticipation and contingency planning.
4. Verbal and written communication for collaboration.
5. Active listening and asking insightful questions.
6. Building rapport and establishing professional relationships.
7. Self-reflection and self-assessment for personal growth.
8. Critical thinking and problem-solving.
9. Networking and maintaining professional relationships.
10. Professionalism and adherence to workplace etiquette.
11. Industry knowledge application and decision-making.
12. Leadership, collaboration, and motivation.
13. Time management, prioritization, and organization.
14. Resilience and adaptability in facing challenges.

Attitudes:

1. Proactive mindset and ownership of development.
2. Growth mindset and embracing challenges as learning opportunities.
3. Perseverance and resilience in pursuing long-term goals.
4. Adaptability and openness to new ideas and feedback.
5. Receptiveness to diverse perspectives and ideas.
6. Empathy and respect in interpersonal interactions.
7. Commitment to continuous personal development.
8. Proactive approach to problem-solving.
9. Effective networking and maintaining relationships.
10. Respect, cultural sensitivity, and adaptability in the workplace.
11. Curiosity and staying updated with industry trends.
12. Continuous learning mindset and industry awareness.
13. Leadership qualities and effective communication.
14. Discipline and self-motivation in time management.
15. Resilience and positive adaptability in the face of challenges.

14. Methodological support.

1. Agreement with a mentor
2. Agreement with mentee
3. Guideline for Professional Mentoring (includes Manual for Mentor and manual for Mentee)

A Manual for Mentors provides mentors with comprehensive guidance and resources to effectively fulfill their role in a professional mentoring program.

Structure of the manual:

1. Introduction to Mentoring:
 - 1.1. Overview of mentoring and its significance in professional development.
 - 1.2. Explanation of the mentor's role and responsibilities.
 - 1.3. Benefits and outcomes of mentoring for mentors and mentees.
2. Building Effective Mentoring Relationships:
 - 2.1. Strategies for establishing trust, rapport, and open communication with mentees.
 - 2.2. Guidelines for maintaining confidentiality and professional boundaries.
 - 2.3. Tips for active listening, empathy, and understanding mentees' perspectives.
3. Goal Setting and Action Planning:
 - 3.1. Techniques for helping mentees set specific, measurable, achievable, relevant, and time-bound (SMART) goals.
 - 3.2. Approaches to assist mentees in creating action plans to achieve their goals.
 - 3.3. Monitoring and tracking progress toward goals.
4. Providing Guidance and Support:
 - 4.1. Effective mentoring techniques, such as coaching, advising, and facilitating learning.
 - 4.2. Strategies for offering constructive feedback, encouragement, and motivation.
 - 4.3. Guidance on empowering mentees to take ownership of their development.
5. Career and Professional Development:
 - 5.1. Resources and tools for assisting mentees in exploring career options and pathways.
 - 5.2. Support in developing professional skills, enhancing resumes, and preparing for job interviews.
 - 5.3. Advice on networking, building professional relationships, and leveraging opportunities.
6. Navigating Challenges and Conflict Resolution:
 - 6.1. Identification and resolution of common challenges and obstacles that mentees may face.
 - 6.2. Strategies for promoting mentee resilience, adaptability, and problem-solving skills.
 - 6.3. Steps for addressing conflicts or misunderstandings in mentoring relationships.
7. Cultural Sensitivity and Inclusivity:
 - 7.1. Guidance on fostering an inclusive and diverse mentoring environment.
 - 7.2. Strategies for recognizing and respecting cultural differences and individual preferences.
 - 7.3. Promoting sensitivity to mentees' backgrounds, values, and experiences.
8. Professional Ethics and Boundaries:
 - 8.1. Ethical considerations and guidelines for mentors in their interactions with mentees.
 - 8.2. Confidentiality and data protection requirements.
 - 8.3. Awareness of potential conflicts of interest and professional integrity.
9. Personal Development as a Mentor:
 - 9.1. Self-reflection exercises to enhance mentor self-awareness and personal growth.

9.2. Opportunities for mentors to develop their mentoring skills and expand their professional network.

9.3. Resources for continuous learning and staying updated on industry trends.

10. Additional Resources:

10.1. Recommended readings, articles, and research on mentoring best practices.

10.2. References to mentoring networks, conferences, and professional development opportunities.

10.3. Templates, checklists, or forms to facilitate mentoring activities and record progress.

The Manual for Mentees serves as a comprehensive resource, empowering mentees to actively participate in the mentoring program, set meaningful goals, seek guidance from their mentors, and navigate their professional development journey. It provides mentees with the knowledge and tools needed to maximize the benefits of the mentoring relationship and achieve their personal and professional goals.

Structure of the Manual for Mentees:

*some chapters could be used for other open educational resources

1. Introduction to Mentoring:

1.1. Overview of the mentoring program and its purpose.

1.2. Explanation of the mentee's role and responsibilities.

1.3. Benefits and expectations of participating in the mentoring program.

2. Understanding the Mentoring Relationship:

2.1. Guidelines for building a positive and productive mentoring relationship.

2.2. Tips for effective communication and active engagement with the mentor.

2.3. Understanding the boundaries and expectations of the mentoring relationship.

3. Setting Goals and Expectations:

3.1. Techniques for identifying and setting personal and professional goals.

3.2. Guidance on defining SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goals.

3.3. Strategies for aligning goals with career aspirations and developmental needs.

4. Maximizing the Mentoring Experience:

4.1. Suggestions for proactive engagement with the mentor and program activities.

4.2. Techniques for seeking guidance, feedback, and advice from the mentor.

4.3. Tips for maintaining open communication and regular contact with the mentor.

5. Professional Development and Skill Building:

5.1. Resources and strategies for enhancing professional skills and knowledge.

5.2. Advice on leveraging mentoring opportunities for career growth and advancement.

5.3. Tips for self-directed learning, networking, and expanding professional connections.

6. Career Exploration and Development

6.1. Exploring Career Pathways and Opportunities

6.2. Developing Professional Skills and Networks

6.3. Resume Writing and Interview Preparation

7. Seeking and Implementing Feedback:

7.1. Techniques for actively seeking and receiving feedback from the mentor.

7.2. Strategies for utilizing feedback to enhance personal and professional development.

7.3. Tips for reflecting on feedback and implementing constructive changes.

8. Personal and Emotional Support:

8.1. Guidance on navigating challenges and setbacks during the mentoring journey.

8.2. Techniques for managing stress, building resilience, and self-care.

8.3. Resources for addressing personal and emotional concerns related to career development.

9. Professionalism and Etiquette:

9.1. Guidance on professional behavior, ethics, and workplace etiquette.

9.2. Tips for maintaining confidentiality, respect, and professionalism within the mentoring relationship.

9.3. Awareness of cultural sensitivity and inclusivity in professional interactions.

10. Networking and Building Professional Relationships:

10.1. Strategies for building a professional network and leveraging connections.

10.2. Tips for attending industry events, conferences, and networking opportunities.

10.3. Guidance on nurturing and maintaining professional relationships beyond the mentoring program.

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

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

The main tasks of the T&M Center include:

1. Mentors/tutors recruitment and training: running mechanisms for recruiting and selecting qualified mentors/tutors from both internal and external sources, as well as providing training programs and workshops to equip mentors/tutors with the necessary skills, knowledge, and competencies to effectively guide and support mentees/tutees.

2. Mentees/tutees enrollment and matching: collecting mentee/tutee preferences, academic needs, and career aspirations, and matching them with suitable mentors/tutors based on compatibility and expertise.

3. Information and communication support: establishing communication channels such as dedicated email addresses, IT-platform, social media channels and providing information about the mentoring/tutoring programs, guidelines, resources, and important updates.

4. Monitoring and evaluation of the mentoring/tutoring programs to ensure their effectiveness and continuous improvement. Mechanisms are in place to collect feedback from mentors, mentees/tutees, and other stakeholders, and to conduct assessments or surveys to gauge program outcomes and impact.

5. Providing resources and support materials related to mentoring/tutoring: online libraries, databases, handbooks, and guides that mentors, mentees/tutees, and program coordinators can utilize for reference and professional development.

6. Providing administrative support to assist with program logistics, scheduling mentor/mentee or tutor/tutee meetings, and handling administrative tasks related to the mentoring/tutoring process.

7. Reporting and documenting mentoring/tutoring activities, progress reports, and outcomes.

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

Potential risks and difficulties:

- Students may experience academic pressure, self-doubt, anxiety, stress, and uncertainty about their future career paths;

- Cultural, social, and environmental factors may influence the psychological well-being and adjustment of the mentees;
- Mentees may have high expectations from their mentors and the mentoring program, which can lead to disappointment or feelings of inadequacy if their expectations are not met;
- Mentees may compare themselves to their mentors or other mentees, leading to feelings of self-doubt or inferiority;
- Mentees may have difficulty receiving constructive feedback or criticism, which can hinder their personal and professional growth;
- Mentees may not establish a strong connection or rapport with their mentor, leading to feelings of disengagement or dissatisfaction with the mentoring relationship.

Ways of intervention

- Incorporating activities and discussions that promote resilience, stress management, and coping strategies;
- Ensuring regular communication, active listening, and creating a supportive environment
- Creating a safe and confidential space for mentees/tutees to express their concerns, fears, and uncertainties can promote psychological well-being;
- Raising awareness on the cultural, social, and individual differences of the mentors/tutors, mentees/tutees. Fostering cultural competence and inclusivity to create an inclusive and supportive environment that respects and values diversity;
- Providing mentors/tutors with ongoing training, workshops, or resources on psychological support and mentoring techniques can enhance their ability to address the psychological needs of mentees/tutees effectively.
- Referring mentees/tutees to relevant support services within the institution, if necessary.

11. MENTORING/TUTORING SCHEME (METHODOLOGY AND COMPONENTS)

GREEN DEAL MENTORING

METHODOLOGICAL BASE AND PREREQUISITES

1. Initial conditions.

Relevance of the scheme. The activities of professionals in most sectors of the economy are related to the issues of increasing resource efficiency, reducing the impact on the environment, and reducing the risk to the environment. In the process of training students, as well as improving the qualifications of already existing professionals in various fields, the issues of greening production, agricultural technologies, transport, ensuring biodiversity, energy efficiency, healthy nutrition, decarbonization, clean energy and the introduction of advanced clean technological innovations are a necessary condition for training graduates who are competitive on the labor market. These aspects should also be implemented in the context of the realization of the European Green Deal (EU Green Deal) - "a new growth strategy that aims to transform the EU into a fair and prosperous society, with a modern, resource-efficient and competitive economy, with zero net emissions of greenhouse gases in 2050, where economic growth occurs simultaneously with a reduction in the use of resources." These questions are especially relevant in the context of the post-war reconstruction of Ukraine, which requires the training of students in higher education, as well as professionals who improve their qualifications through specialized programs of advanced training in higher education.

The Green Deal mentoring scheme provides the following benefits:

- support and encouragement, training and exchange of knowledge, new practices and innovative experience of real business;
- development of confidence and self-awareness of the target audience;
- increasing inclusiveness in the institution of higher education;
- formation of understanding and skills of official and unofficial cooperation.

Target audience:

- students of higher education in senior bachelor's and master's courses who are preparing to enter the labor market, start a professional career and targeted on implementation and development of the benefits of the European Green Deal;
- professionals who are already involved in the labor market in the relevant sectors of the economy, improve their own professional qualifications through specialized programs of professional development in higher education institutions and are aimed at mastering and/or updating competencies in the context of the sphere of influence of the European Green Deal (greening of production, agricultural technologies, transport, ensuring biodiversity, energy efficiency, healthy nutrition, decarbonization, clean energy and advanced clean technological innovation, etc.).

Needs and requests: concretization and actualization of the vision and prospects for the implementation of ways to build a successful career in the context of the implementation of the goals and strategy of the European Green Deal, understanding of labor market trends and acquisition of practical skills that will improve the employment of future graduates and open new opportunities for already working professionals. Representatives of the target audience are looking for help in the constant updating and application of acquired competences, turning them into concrete practical experience, taking into account the stages and real achievements in the implementation of the European Green Deal roadmap.

The challenges and concerns of the target audience may be related to a certain inconsistency with the current demands of the labor market, readiness for the practical application of the acquired competencies and their compliance with the requirements regarding the goals, strategy and procedures for the implementation of the European Green Deal in making Europe the first climate neutral continent in the world.

Socio-economic challenges: unemployment rate, transformation of the structure of the economy as a result of the military conflict and economic recession, limited employment opportunities in certain areas, ageism and gender distortions in the labor market, and specific requirements of industries in the field of Green Deal.

Psychological aspects may include doubts about own competencies, talents, compliance with employers' requests, uncertainty and uncertainty about one's future and prospects for the development of relevant fields of work, cultural traditions formed by society, expectations and perceptions about professional success and prestige of work in certain fields of activity. There may also be concerns about public perception of activities targeted at greening society, environmental protection, and environmental protection.

Aspirations, goals, prospects: financial growth, professional success and recognition, personal realization, realization of prospects for personal growth and development, making a significant contribution to the greening of society, environmental protection, environmental protection.

Risks and fears: non-compliance with competitive requirements on the labor market, lack of alternatives for choosing a place of work, an employer, the scope of application of competencies, the difficulty of adapting to the work environment, the mismatch of the efforts made to master the relevant competencies with the possible reward on the labor market.

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

As a result of applying the mentoring scheme in the field of Green Deal, wards will get a clearer understanding of their career path in the context of implementing the European Green Deal, gain confidence in their abilities and become competent professionals capable of effectively implementing elements of the Green Strategy, overcoming climate and environmental problems, increasing resource efficiency, as well as realizing their personal and professional potential.

3. Ambitions of mentoring/tutoring.

Empower and guide mentees in their personal and professional development based on the formation of the ability to implement the principles, steps, tools and means provided for by the European Green Deal, thus increasing their competitiveness in the labor market.

4. Values.

1. Focusing on the mentee.
2. Purposefulness.
3. Professionalism and ethical behavior.
4. Trust and confidentiality.
5. The desire for constant learning and growth.
6. Respect for individuality and human dignity.
7. Open and honest communication.
8. Accountability and responsibility.
9. Cooperation and teamwork.
10. Encouraging personal development.

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

Guide and support mentees in acquiring the necessary competencies to achieve their professional and personal goals, enabling them to become confident, capable and successful professionals in the field of implementation of Green Deal principles, steps, tools and means.

6. Methods:

6.1. Engagement of mentors/tutors.

A mentor is an experienced professional in the field of implementation of Green Deal principles, steps, tools and means, including the greening of production, agricultural technologies, transport, ensuring biodiversity, energy efficiency, healthy nutrition, decarbonization, clean energy and advanced clean technological innovations, etc., who voluntarily offers his advice, experience and support to wards.

Engagement principles and approaches:

- the ability and opportunity to share own ideas and experience gained in the process of professional development in the context of greening production, agricultural technologies, transport, ensuring biodiversity, energy efficiency, healthy nutrition, decarbonization, clean energy and advanced clean technological innovations;
- forming an understanding of the added value for universities and wards regarding the involvement of the mentoring institute in the learning process;
- appreciation of mentors' contribution to the learning process and recognition of their efforts;
- promoting the experience and brand of companies where mentors work, as examples of successful implementation of the Green Deal strategy.

6.2. Selection of the mentee/tutee.

A mentee is a higher education student or professional upgrading their qualifications through a university program who seeks guidance, support and training from a mentor to enhance their personal and professional development through the implementation of their Green Deal project.

Approach to attract mentees: an open call for individuals who wish to implement their Green Deal projects and receive advice from experienced professionals. Potential mentees are invited to submit their project proposals in the field of Green Deal, outlining the areas in which they seek mentoring, motivation for participating in the mentoring support process. Mentees are selected based on the compatibility of their projects with the experience of existing Green Deal mentors.

6.3. Mentor-mentee, tutor-tutee interactions.

Eligibility criteria: the mentee's preferences, education, career aspirations, matching the mentor's experience.

After selecting a mentor, mentees take an active part in mentoring, regularly reporting on their progress, asking for advice, and taking mentors' feedback into account in the implementation of their project.

Communication channels include face-to-face meetings, virtual platforms, e-mails, instant messengers. The channels, regularity and format of communication are determined jointly by the mentor and the mentee based on the available communication forms and tools, as well as the available schedule.

Main formats: coaching and interactive discussions, which are focused on setting goals, sharing experiences, providing advice and guidance on, offering feedback for the implementation of the project in the Green Deal field and ensuring its professional growth.

Mentors provide new knowledge, skills and demonstrate best practices to enhance the mentee's ability to implement their Green Deal project, providing a safe, interactive space for reflection and guidance.

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

Approaches to interaction: group and/or individual work, depending on the goals and preferences of the mentor and mentee.

The format of interaction is flexible and accessible: offline (educational classrooms), online (virtual platforms).

Frequency of interaction: systematic meetings according to the established schedule.

Reporting is mandatory: current and summary to ensure monitoring of mentee participation and progress.

The approach is adaptive and mentee-oriented to ensure structure and flexibility in the mentoring process.

MODEL OF MENTORING / TUTORING SCHEME IN THE SPHERE OF GREEN DEAL

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

8.1. Mentor selection algorithm

Qualifications and requirements for a mentor:

- from 5 years of practical experience in project implementation, successful career growth in the field of Green Deal;
- expertise experience and special knowledge in the field of Green Deal;
- scientific degree, professional certificates or professional qualification in the field of Green Deal;
- strong communication and interpersonal skills, ability to build relationships with mentees, actively listen, provide constructive feedback, and foster a supportive learning environment;
- willingness to provide guidance and support to the mentee by making time for regular interaction;
- willingness to maintain confidentiality, respect the mentee's boundaries and act in their interests.

All potential mentors must undergo mandatory training and psychological testing.

8.2. Algorithm for selecting mentees:

Qualifications and requirements for a mentee:

- 1) To be a current student of a specific university or to study at advanced training programs at a given university.
- 2) Demonstrate willingness to actively participate in the mentoring program.
- 3) Have clear goals (Green Deal project), tasks and areas in which they seek advice from experienced professionals.
- 4) Have a desire to learn from the experience and ideas of your mentor.

Meeting mentor and mentee:

Automated recommendation (selection) of mentors and mentees using IT platform algorithms.

Organize an introductory meeting or orientation to introduce mentees and mentors, clarify expectations, establish communication guidelines, and establish project milestones.

9. Procedures.

9.1. Organization of mentor-mentee interaction.

- placing online profiles of potential mentors on the IT platform, where mentees can access information about existing mentors and determine priority mentors for themselves, based on their knowledge, qualifications, teaching experience and field of specialization;

- mentees have the opportunity to participate in the online voting system to express their preferences for a potential mentor, which is taken into account in the next distribution of mentors and mentees.

The issues of quality monitoring, performance control and level of satisfaction evaluation (based on pre-defined criteria and indicators) are described in more detail in Chapter 6 of this Guideline “Quality assurance and performance control”.

10. Forms of work. This part is described in more detail in Chapter 5.2. of this Guideline “Description of each mentoring scheme toolkit (consultations and discussions, group workshops and seminars, internships, training courses and workshops, practical training, joint projects, mentoring sessions, etc.)”

11. Information support.

Several digital platforms can be used to increase efficiency and reach a wider audience, such as:

1. Microsoft Teams and Moodle: An open source learning management system that can be used to organize and deliver training programs, content delivery, discussion forums, assessment and collaborative activities, making it suitable for online courses and engaging participants in interactive teaching.

2. Platforms for video conferences: Zoom, Microsoft Teams or Google Meet, can be used for trainings and internships. These platforms provide real-time communication, screen sharing and rooms for interactive discussions and collaboration, and provide the ability to record the broadcast for later viewing.

3. Social media platforms: Facebook, Twitter, Instagram, TikTok, Treads, Telegram (channels / groups) that can be used to raise awareness of the importance of implementing the principles and approaches of the European Green Deal. These platforms provide a wide reach and enable the distribution of educational materials, interesting publications and interactive campaigns to promote critical thinking and responsible information consumption.

4. Online tools for collaboration: Telegram (channels / groups), Google Drive, Microsoft office 365, Dropbox, can facilitate collaboration during training or internship projects. These tools allow participants to share and work on documents, presentations, and media together, enhancing the learning process and fostering teamwork.

5. Webinar platforms: GoToWebinar, Webex, or Adobe Connect can be used for problem lectures or educational webinars. These platforms offer features for delivering presentations, engaging participants with polling and chat features, and recording sessions for later use and wider distribution.

6. E-learning platforms: Udemy, Coursera, Prometheus, EdEx, EdEra, which can be used to conduct specialized courses on the implementation of European Green Deal principles and approaches. These platforms provide a structured learning environment with multimedia content, assessments and progress tracking, allowing participants to learn at their own pace.

Certain digital platforms will be aligned with the specific objectives and resources available for each event, with data privacy, accessibility and user-friendly interfaces being key considerations in the selection and implementation of these platforms.

12. Resource provision.

Resources that are critical to creating an optimal learning environment:

A. Technical and technological and informational resources:

1. Specialized classrooms: special classrooms are needed for face-to-face classes, seminars, problem-based lectures, research on the Green Deal profile. These classrooms should be equipped with modern equipment such as a projector, interactive whiteboard, audio system and comfortable seating.

2. The specialized laboratory base is determined depending on the specifics of the Green Deal projects identified for mentoring.

3. Shared infrastructure and software: access to computers, laptops, tablets, or other devices that participants can use to work with digital resources, complete tasks, and collaborate.

4. Online educational platforms and resources: online platforms Moodle, Microsoft Teams or other learning management systems provide a centralized center for accessing educational materials, submitting assignments, participating in discussions and remotely interacting with mentors or teachers.

5. Online resources and online libraries: e-books, videos, interactive modules and online libraries, including specialized organizations in the field of Green Deal.

6. Wi-Fi access tools: provided by technical support staff for uninterrupted online communication, access to digital resources, online platforms, online materials, active participation of mentors and mentees in online sessions, interactive collaboration of mentors, mentees, staff and team.

B. Staff and Team

1. A team of qualified personnel: experienced mentors who meet the defined criteria, teachers, coaches and facilitators who have subject knowledge in the Green Deal field, pedagogical knowledge and the ability to manage the project and provide support to mentees.

2. Mentoring coordinator / program administrator: responsible for the overall management and administration of the mentoring program, monitors the quality and level of satisfaction with the program, organizes the provision of necessary facilities and coordination of logistics, maintains communication channels and solves any problems related to access or using resources.

3. Program managers: are responsible for the successful involvement of mentors and mentees in the program, coordinate cooperation between mentors and mentees, analyze program results and develop proposals for program improvement.

4. Technical support staff (expert): provides support in the use of equipment, software, laboratory base, specialized resources, online resources, helps program participants to solve technical problems in the learning process, ensures effective use of technical resources.

5. Trainers/coaches/facilitators: conduct trainings, coaching sessions, facilitate open events for mentors and mentees, create and place educational content on appropriate resources, provide program participants with the necessary skills, create an interactive learning environment, provide an opportunity for mentors and mentees to build successful mentoring relationships relations and achieve set goals within the project.

13. Normative value.

The main components of the recommendations and standards for the implementation of the mentoring program at the university:

Goals and scope of the mentoring program (as specified in the METHODOLOGICAL BASIS AND PREREQUISITES section)

Program administration – the roles and responsibilities of program coordinators, mentors and mentees, as well as any specific reporting or documentation requirements (according to Chapter 9. “Procedures”, Chapter 12. “Resourcing”)

Selection of a mentor and his qualifications (in accordance with Chapter 8.1 "Algorithm for the selection of mentors").

List of competencies that mentors should develop by the end of the mentoring program.

Enrollment of mentees and eligibility criteria (in accordance with Chapter 8.2 "Algorithm of selection of mentees").

The process and activity of mentoring (according to Chapter 9. "Procedures", Chapter 10 "Forms of work").

Assessment and quality assurance (in accordance with Chapter 9.2 "Quality monitoring", Chapter 9.3 "Performance control")

Confidentiality, ethics and academic integrity.

Complaints and conflict resolution

Rules of access to resources

Targeted knowledge, skills and attitudes of a mentee:

Knowledge Skills Attitudes

Formation of goals based on the SMART approach and Green Deal principles.

Action planning to achieve target results.

Prioritization, strategic thinking and risk management.

Effective communication in professional relationships: empathy, active listening, thoughtful questioning.

Self-awareness in personal and professional development.

Techniques and approaches to solving conflicts and problematic issues.

Relationship management in career building.

Professional etiquette, norms and priorities of the Green Deal.

Trends, practices and developments in the field of Green Deal. Setting SMART goals and creating effective action plans.

Prioritization, time management and organization of tasks.

Strategic thinking to anticipate problems and manage risk.

Use of communication tools: oral and written communication for collaboration, empathetic and active listening.

Networking and building professional contacts.

Self-reflection and self-assessment for personal growth.

Critical thinking and problem solving.

Professionalism and compliance with the rules of etiquette in the workplace.

Application of Green Deal knowledge and decision-making based on these principles.

Leadership, cooperation and motivation. Proactive thinking, problem-solving approach and responsibility for development based on Green Deal principles.

A growth mindset and embracing challenges as learning opportunities.

Perseverance and stability in achieving strategic goals.

Adaptability and openness to innovation, diverse points of view and ideas.

Willingness for continuous personal development, professional improvement.

Effective networking and relationship maintenance.

Respect, cultural sensitivity and adaptability in the workplace.

Leadership qualities and effective communication skills.

Discipline and effective time management.

Resilience and positive adaptability in the face of challenges

14. Methodological support.

As part of the project, the "General Guidance for the Mentor and students-mentee in Green Deal approach" will be developed, which will contain the following sections:

- Green Deal definition of mentoring: the concept, its goals and objectives, principles and values underlying the mentoring interaction.

- Role and responsibility of mentor and mentee: role and functions of the mentor in the Green Deal mentoring program, expectations for interaction, required skills and competencies of the mentor and mentee.

- Selection of mentors and mentees: recommendations for creating mentor and mentee online profiles, selection procedures, advice on determining the match between mentor and mentee based on professional guidelines, goals, preferences and personal traits.
- Planning and setting goals: the process of planning and setting goals in a mentoring program. Examples of methods for defining SMART goals and planning their achievement.
- Communication and interaction: Basic principles of effective communication between mentor and mentee.
- Solving problems and conflicts: recommendations for solving problems and conflict situations that may arise during the mentoring interaction.
- Evaluation and feedback: a procedure for evaluating the mentee's progress in the mentoring program.
- Ethics, confidentiality and academic integrity: the importance of ethical aspects in the mentoring interaction. Obligations of the mentor regarding the preservation of confidentiality and respect for the rights and interests of the mentee. Obligations of participants in the process regarding compliance with the principles of academic integrity.
- Resources and support: a catalog of useful resources, literature and additional sources of information.

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

The Center for Professional Development of Personnel is a structural unit providing general support for the Green Deal mentoring process. The Center's team performs general coordination on the implementation of the mentoring program, provides the necessary consultations and answers to questions related to the implementation of the Green Deal mentoring scheme.

The unit that helps to establish connections with potential mentors is the Marketing Department, career center or similar units in universities that are engaged in establishing cooperation with employers, businesses and other external stakeholders. The marketing department helps in creating a database of potential mentors and establishing communication with them, as well as helps in monitoring the needs of the labor market in order to develop relevant skills in the mentee.

Consultative support during the implementation of the mentoring process in terms of recognition of learning outcomes after participation in mentoring programs is provided by the Educational Department (or alternative unit) together with deans of faculties/directorates of institutes (or alternative offices).

The sector of the internal system of quality assurance of higher education (or a similar unit for monitoring the quality of education) supports the mentoring process in terms of quality assurance, performance analysis and coordination of surveys of higher education applicants.

The information and computer complex (or the relevant structural units for distance learning, electronic platforms, etc.) provides support for the mentoring process in terms of resource provision.

Informational support in the implementation of the mentoring program is provided by the Marketing Department together with the University Press Center (or relevant centers/departments providing media coverage of events and coverage of information events). Such support consists in spreading announcements of mentoring events, promoting the results of mentoring programs, popularizing the direction of digital mentoring among the target audience.

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

16.1. Potential risks and challenges for mentee:

- feeling academic pressure, self-doubt, anxiety, stress and uncertainty about your future career;

- possible influence on the psychological well-being and adaptation of the mentee of cultural, social, political and environmental factors;
- unreasonably high expectations from cooperation with mentors, which can cause disappointment if expectations are not met;
- feelings of self-doubt or inferiority due to comparing yourself with a mentor or other mentees;
- difficulties in receiving and adequately perceiving constructive feedback or criticism, which can hinder their personal and professional growth;
- lack of a strong connection with the mentor, feelings of non-involvement or dissatisfaction with mentoring.

16.2. Methods of settlement

- holding events and discussions that increase stress resistance, teach strategies for overcoming stress, accepting criticism and feedback;
- creation of an inclusive and favorable environment through regular communication, empathetic, active listening and established feedback;
- creating a safe and confidential space for mentees/mentors where they can express their concerns, fears and insecurities;
- increasing awareness of cultural, social and individual differences of mentoring participants,
- constant training and providing mentors with resources regarding psychological support and mentoring methods.
- involvement of the university's psychological support service for conflict resolution, psychological support, provision of relevant recommendations to mentoring participants regarding the creation of a favorable psychological atmosphere.

12. MENTORING/TUTORING SCHEME (METHODOLOGY AND COMPONENTS) **BUSINESS AND STARTUP MENTORING**

METHODOLOGICAL BASE AND PREREQUISITES

1. Initial conditions.

Relevance of the scheme. The startup movement in Ukraine and the world is gaining significant scale. Recently, a certain infrastructure network of support, development and implementation of startup projects has been created in Ukraine. Powerful crowdfunding platforms, hackathons, business incubators, technology parks and other infrastructural entities contribute to the activation and spread of this movement. However, the fact that during the first year of their existence more than 90% of startups go bankrupt due to lack of funding, unjustified expectations for the success of the product or service created within the framework of startups, errors in the assessment of the target audience, etc. is also relevant.

The student and scientific environment, especially of technical universities, is a center for the formation of ideas that can potentially be transformed into successful business projects. Accordingly, mentoring support for the transformation of ideas into concrete projects is a necessary condition for the activation of the entrepreneurial activity of education seekers, as well as scientists who work on applied research and wish to offer their developments to real business. Involvement of students in the process of creating startup projects at the stage of education will contribute to their creative development, preparation for becoming active participants in the development and post-war recovery of Ukraine's economy, as well as the spread of innovative ideas in the world.

The startup mentoring scheme provides the following benefits:

- support and encouragement, training and exchange of knowledge, new practices and innovative experience of real business;
- development of confidence and self-awareness of the target audience;
- increasing inclusiveness in the institution of higher education;
- formation of understanding and skills of official and unofficial cooperation.

Target audience:

- students of higher education in the senior years of bachelor's, master's and postgraduate studies, who are preparing to enter the labor market, start a professional career and are aimed at the implementation and development of startup projects based on their own innovative ideas;
- scientists - teachers of a higher education institution who work on research and wish to offer their developments to real business.

Needs and requests: concretization of the vision of the prospects of ways to build a successful career in the context of realizing one's own innovative goals, understanding the trends and demands of the labor market, and acquiring practical skills that will improve the employment of future graduates and open new opportunities for monetization of one's own scientific developments. Representatives of the target audience are looking for help in turning innovative ideas into real start-up projects, applying acquired competencies in relevant specialties, turning them into concrete practical experience in preparing, substantiating, presenting and promoting their own ideas.

Challenges and concerns of the target audience may be related to a certain inconsistency of the proposed innovative ideas with the requests and needs of the market, the target audience, current demands of the labor market, readiness for practical application of the acquired competencies.

Socio-economic challenges: the level of unemployment, the transformation of the structure of the economy as a result of the military conflict and economic recession, limited employment opportunities in certain areas, ageism and gender distortions in the labor market, specific requirements of industries regarding the implementation of innovative projects.

Psychological aspects may include doubts about the attractiveness of one's own innovative ideas, one's competences, talents, meeting the demands of employers, uncertainty and uncertainty in one's own future and prospects for the development of relevant fields of work, cultural traditions formed by society, expectations and perceptions about professional success and prestige of work in certain fields activity

Aspirations, goals, prospects: financial growth, professional success and recognition, personal realization, realization of prospects for personal growth and development, making a significant contribution to increasing the level of innovativeness of the economy and society.

Risks and fears: inconsistency of one's own innovative ideas with market demands, lack of potential investors to finance start-up projects, inconsistency with competitive requirements on the labor market, lack of alternatives for choosing a place of work, employer, scope of application of competencies, difficulty of adaptation to the work environment, inconsistency of efforts made to master relevant competencies to possible remuneration in the labor market.

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

As a result of applying the scheme of mentoring in the field of Startup, mentees will get a clearer understanding of the key steps from an idea to creating their own business, building their career path, gain confidence in their abilities and become competent professionals capable of effectively formulating ideas, testing ideas, turning them into specific investment proposals, present their developments, communicate with potential investors, and realize their personal and professional potential.

3. Ambitions of mentoring/tutoring.

Empower and guide wards in their personal and professional development based on the formation of the ability to formulate ideas, test ideas, turn them into concrete investment proposals, present their developments, communicate with potential investors, thereby increasing their competitiveness in the labor market.

4. Values.

1. Orientation to the mentee and his innovative ideas.
2. Purposefulness.
3. Professionalism and ethical behavior.
4. Trust and confidentiality.
5. The desire for constant learning and growth.
6. Respect for individuality and human dignity.
7. Open and honest communication.
8. Accountability and responsibility.
9. Cooperation and teamwork.
10. Encouraging personal development and realization of own ideas.

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

Guide and support mentees in acquiring the necessary competencies to achieve their professional and personal goals, enabling them to become confident, capable and successful professionals in the field of transforming their own innovative ideas into concrete investment proposals.

6. Methods:

6.1. Engagement of mentors/tutors.

A mentor is an experienced professional in the field of creation and development of start-up and business projects who voluntarily offers his advice, experience and support to his mentees.

Engagement principles and approaches:

- the ability and opportunity to share one's own ideas and experience gained in the process of one's own professional development in the context of the creation and development of startups and business projects, participation in hackathons, financing of innovative projects;
- forming an understanding of the added value for universities and mentees regarding the involvement of the mentoring institute in the learning process;
- appreciation of mentors' contribution to the learning process and recognition of their efforts;
- promoting the experience and brand of companies where mentors work, as examples of successful implementation of startup projects, attracting funding to promote own ideas, turning them into a successful business.

6.2. Selection of the mentee/tutee.

A mentee is a graduate student or scientist working on applied research that can be translated into concrete investment proposals, and who seeks guidance, support and training from a mentor to improve their personal and professional development through the implementation of their startup project.

Approach to attracting mentees: an open call for individuals who wish to implement their startup projects and receive advice from experienced professionals. Potential mentees are invited to submit their project proposals, outlining the areas in which they seek mentorship, motivation for participating in the mentoring support process. Mentees are selected based on the compatibility of their projects with the experience of existing mentors.

6.3. Mentor-mentee, tutor-tutee interactions.

Eligibility criteria: the mentee's preferences, education, career aspirations, matching the mentor's experience.

After selecting a mentor, mentees take an active part in mentoring, regularly reporting on their progress, asking for advice, and taking mentors' feedback into account in the implementation of their project.

Communication channels include face-to-face meetings, virtual platforms, e-mails, instant messengers. The channels, regularity and format of communication are determined jointly by the mentor and the mentee based on the available communication forms and tools, as well as the available schedule.

Main formats: coaching and interactive discussions, which are focused on setting goals, sharing experiences, providing advice and guidance on, offering feedback for the implementation of the mentee's startup project and ensuring its professional growth.

Mentors provide new knowledge, skills and demonstrate best practices to enhance the mentee's ability to implement their startup project, providing a safe, interactive space for reflection and guidance.

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

Approaches to interaction: group and/or individual work, depending on the goals and preferences of the mentor and mentee.

The format of interaction is flexible and accessible: offline (educational classrooms), online (virtual platforms).

Frequency of interaction: systematic meetings according to the established schedule.

Reporting is mandatory: current and summary to ensure monitoring of mentee participation and progress. The approach is adaptive and mentee-oriented to ensure structure and flexibility in the mentoring process.

The introductory section sets the tone for the mentoring scheme, offering participants a comprehensive understanding of the program's purpose, structure, and expectations. It plays a pivotal role in guiding mentors and mentees towards a successful and enriching mentoring experience.

MODEL OF MENTORING / TUTORING SCHEME IN THE STARTUP FIELD

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

8.1. Mentor selection algorithm

Qualifications and requirements for a mentor:

- from 5 years of practical experience in the implementation of startup projects, successful career growth in the field of financing innovative projects.
- experience in the examination of startup projects and special knowledge in the field corresponding to the mentee's interests.
- academic degree, professional certificates or professional qualification in the field corresponding to the mentee's interests.
- strong communication and interpersonal skills, ability to build relationships with mentees, actively listen, provide constructive feedback, and foster a supportive learning environment.
- Willingness to provide guidance and support to the mentee by making time for regular interaction.
- willingness to maintain confidentiality, respect the mentee's boundaries and act in their interests.

All potential mentors must undergo mandatory training and psychological testing.

8.2. Algorithm for selecting mentees:

Qualifications and requirements for a mentee:

- 1) Be a current student of a specific institution of higher education or work on a scientific innovative applied project in this institution of higher education.
- 2) Demonstrate willingness to actively participate in the mentoring program.
- 3) Have clear goals (startup project / business idea / innovative idea), tasks and areas in which they seek advice from experienced professionals.
- 4) Have a desire to learn from the experience and ideas of your mentor.

Combination of mentor and mentee:

Automated recommendation (selection) of mentors and mentees using IT platform algorithms.

Organize an introductory meeting or orientation to introduce mentees and mentors, clarify expectations, establish communication guidelines, and establish project milestones.

9. Procedures.

9.1. Organization of mentor-mentee interaction.

- placing online profiles of potential mentors on the IT platform, where mentees can access information about existing mentors and determine priority mentors for themselves, based on their knowledge, qualifications, teaching experience and field of specialization;

- mentees have the opportunity to participate in the online voting system to express their preferences for a potential mentor, which is taken into account in the next distribution of mentors and mentees.

The issues of quality monitoring, performance control and level of satisfaction evaluation (based on pre-defined criteria and indicators) are described in more detail in Chapter 6 of this Guideline “Quality assurance and performance control”.

10. Forms of work. This part is described in more detail in Chapter 5.2. of this Guideline “Description of each mentoring scheme toolkit (consultations and discussions, group workshops and seminars, internships, training courses and workshops, practical training, joint projects, mentoring sessions, etc.)”

11. Information support.

Several digital platforms can be used to increase efficiency and reach a wider audience, such as:

1. Microsoft Teams and Moodle: An open source learning management system that can be used to organize and deliver training programs, content delivery, discussion forums, assessment and collaborative activities, making it suitable for online courses and engaging participants in interactive teaching.

2. Platforms for video conferences: Zoom, Microsoft Teams or Google Meet, can be used for trainings and internships. These platforms provide real-time communication, screen sharing and rooms for interactive discussions and collaboration, and provide the ability to record the broadcast for later viewing.

3. Social media platforms: Facebook, Twitter, Instagram, TikTok, Treads, Telegram (channels / groups) that can be used to raise awareness of the functioning of the startup infrastructure, popularize, test and promote mentee startup projects, communicate with like-minded people in the areas of startup implementation. These platforms provide a wide reach and enable the distribution of educational materials, interesting publications and interactive campaigns to promote critical thinking and responsible information consumption.

4. Online tools for collaboration: Telegram (channels / groups), Google Drive, Microsoft office 365, Dropbox, can facilitate collaboration during training or internship projects. These tools allow participants to share and work on documents, presentations, and media together, enhancing the learning process and fostering teamwork.

5. Webinar platforms: GoToWebinar, Webex, or Adobe Connect can be used for problem lectures or educational webinars. These platforms offer features for delivering presentations, engaging participants with polling and chat features, and recording sessions for later use and wider distribution.

6. E-learning platforms: Udemy, Coursera, Prometheus, EdEx, EdEra, which can be used to conduct specialized courses on the development, justification, presentation and promotion of startup projects and innovative ideas. These platforms provide a structured learning environment with multimedia content, assessments and progress tracking, allowing participants to learn at their own pace.

7. Crowdfunding platforms: Kickstarter, Indiegogo, Patreon, GoFundMe, Crowdrise, MightyCause, InKind, Crowdfunder and others, which can be used to analyze the prospects of

your own business ideas, analytical research, assessment of the prospects of your own proposals, etc. This allows you to prepare mentees for real use of crowdfunding tools in the process of monetizing their own ideas.

Certain digital platforms will be aligned with the specific objectives and resources available for each event, with data privacy, accessibility and user-friendly interfaces being key considerations in the selection and implementation of these platforms.

12. Resource provision.

Resources that are critical to creating an optimal learning environment:

A. Technical and technological and informational resources:

1. Specialized classrooms: special classrooms are necessary for face-to-face classes, seminars, problem-based lectures, research on the profile of startup projects. These classrooms should be equipped with modern equipment such as a projector, interactive whiteboard, audio system and comfortable seating.

2. The specialized laboratory base is determined depending on the specifics of the startup projects identified for mentoring.

3. Shared infrastructure and software: access to computers, laptops, tablets, or other devices that participants can use to work with digital resources, complete tasks, and collaborate.

4. Online educational platforms and resources: online platforms Moodle, Microsoft Teams or other learning management systems provide a centralized center for accessing educational materials, submitting assignments, participating in discussions and remotely interacting with mentors or teachers.

5. Online resources and online libraries: e-books, videos, interactive modules and online libraries, including specialized and infrastructural organizations in the field of preparation and promotion of start-up projects.

6. Wi-Fi access tools: provided by technical support staff for uninterrupted online communication, access to digital resources, online platforms, online materials, active participation of mentors and mentees in online sessions, interactive collaboration of mentors, mentees, staff and team.

7. Qualified Personnel (the roles are common).

13. Regulations.

The main components of the recommendations and standards for the implementation of the mentoring program at the university:

Goals and scope of the mentoring program (as specified in the METHODOLOGICAL BASIS AND PREREQUISITES section)

Program administration – the roles and responsibilities of program coordinators, mentors and mentees, as well as any specific reporting or documentation requirements (according to Chapter 9. “Procedures”, Chapter 12. “Resourcing”)

Selection of a mentor and his qualifications (in accordance with Chapter 8.1 "Algorithm for the selection of mentors").

List of competencies that mentors should develop by the end of the mentoring program.

Enrollment of mentees and eligibility criteria (in accordance with Chapter 8.2 "Algorithm of selection of mentees").

The process and activity of mentoring (according to Chapter 9. "Procedures", Chapter 10 "Forms of work").

Assessment and quality assurance (in accordance with Chapter 9.2 "Quality monitoring", Chapter 9.3 "Performance control")

Confidentiality, ethics and academic integrity.

Complaints and conflict resolution

Rules of access to resources

Targeted knowledge, skills and attributes of a mentee:

Knowledge

Formation of personal development goals and startup projects based on the SMART approach.

Action planning to achieve target results.

Prioritization, strategic thinking and risk management.

Effective communication in professional relationships: empathy, active listening, thoughtful questioning.

Self-awareness in personal and professional development.

Techniques and approaches to solving conflicts and problematic issues.

Relationship management in career building.

Professional etiquette, norms and priorities of the Startup movement.

Trends, practices and developments in areas related to specific startup projects.

Skills

Setting SMART goals and creating effective action plans.

Prioritization, time management and organization of tasks.

Strategic thinking to anticipate problems and manage risk.

Use of communication tools: oral and written communication for collaboration, empathetic and active listening.

Networking and building professional contacts.

Self-reflection and self-assessment for personal growth.

Critical thinking and problem solving.

Professionalism and compliance with the rules of etiquette in the workplace.

Applying knowledge in the field of transforming ideas into business projects and making decisions based on these principles.

Leadership, cooperation and motivation.

Attributes

Proactive thinking, approach to solving problems and responsibility for preparation, promotion and popularization of one's startup projects.

A growth mindset and embracing challenges as learning opportunities.

Perseverance and stability in achieving strategic goals.

Adaptability and openness to innovation, diverse points of view and ideas.

Willingness for continuous personal development, professional improvement.

Effective networking and relationship maintenance.
Respect, cultural sensitivity and adaptability in the workplace.
Leadership qualities and effective communication skills.
Discipline and effective time management.
Resilience and positive adaptability in the face of challenges

14. Methodological support.

As part of the project, "General Guidance for the Mentor and students-mentee in StartUp" will be developed, which will contain the following sections:

- Definition of StartUp mentoring: the concept, its goals and objectives, principles and values underlying the mentoring interaction.
- The role and responsibility of the mentor and mentee: the role and functions of the mentor in the StartUp mentoring program, expectations regarding interaction, the necessary skills and competencies of the mentor and mentee.
- Selection of mentors and mentees: recommendations for creating mentor and mentee online profiles, selection procedures, advice on determining the match between mentor and mentee based on professional guidelines, goals, preferences and personal traits.
- Planning and setting goals: the process of planning and setting goals in a mentoring program. Examples of methods for defining SMART goals and planning their achievement.
- Communication and interaction: Basic principles of effective communication between mentor and mentee.
- Solving problems and conflicts: recommendations for solving problems and conflict situations that may arise during the mentoring interaction.
- Evaluation and feedback: a procedure for evaluating the mentee's progress in the mentoring program.
- Ethics, confidentiality and academic integrity: the importance of ethical aspects in the mentoring interaction. Obligations of the mentor regarding the preservation of confidentiality and respect for the rights and interests of the mentee. Obligations of participants in the process regarding compliance with the principles of academic integrity.
- Resources and support: a catalog of useful resources, literature and additional sources of information.

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

The structural unit providing general support for the StartUp mentoring process is the Center for Professional Development of Personnel or similar units at universities engaged in professional development of personnel. The Center's team carries out general coordination on the implementation of the mentoring program, provides the necessary consultations and answers to questions related to the implementation of the StartUp mentoring scheme.

The structural unit that provides events related to final project presentations, hackathons and competitive events is the Center for Entrepreneurship Development "Business Incubator" or similar units at universities that are engaged in the formation of innovative startup infrastructure at the university.

The unit that helps to establish connections with potential mentors is the Marketing Department, career center or similar units in universities that are engaged in establishing cooperation with employers, businesses and other external stakeholders. The marketing

department helps in creating a database of potential mentors and establishing communication with them, as well as helps in monitoring the needs of the labor market in order to develop relevant skills in the mentee.

Consultative support during the implementation of the mentoring process in terms of recognition of learning outcomes after participation in mentoring programs is provided by the Educational Department (or alternative unit) together with deans of faculties/directorates of institutes (or alternative offices).

The sector of the internal system of quality assurance of higher education (or a similar unit for monitoring the quality of education) supports the mentoring process in terms of quality assurance, performance analysis and coordination of surveys of higher education applicants.

The information and computer complex (or the relevant structural units for distance learning, electronic platforms, etc.) provides support for the mentoring process in terms of resource provision.

Informational support in the implementation of the mentoring program is provided by the Marketing Department together with the University Press Center (or relevant centers/departments providing media coverage of events and coverage of information events). Such support consists in spreading announcements of mentoring events, promoting the results of mentoring programs, popularizing the direction of digital mentoring among the target audience.

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

16.1. Potential risks and challenges for mentee:

- feeling academic pressure, self-doubt, anxiety, stress and uncertainty about your future career;
- possible influence on the psychological well-being and adaptation of the mentee of cultural, social, political and environmental factors;
- unreasonably high expectations from cooperation with mentors, which can cause disappointment if expectations are not met;
- feelings of self-doubt or inferiority due to comparing yourself with a mentor or other mentees;
- difficulties in receiving and adequately perceiving constructive feedback or criticism, which can hinder their personal and professional growth;
- lack of a strong connection with the mentor, feelings of non-involvement or dissatisfaction with mentoring.

16.2. Methods of settlement

- holding events and discussions that increase stress resistance, teach strategies for overcoming stress, accepting criticism and feedback;
- creation of an inclusive and favorable environment through regular communication, empathetic, active listening and established feedback;
- creating a safe and confidential space for mentees/mentors where they can express their concerns, fears and insecurities;
- increasing awareness of cultural, social and individual differences of mentoring participants,
- constant training and providing mentors with resources regarding psychological support and mentoring methods.

- involvement of the university's psychological support service for conflict resolution, psychological support, provision of relevant recommendations to mentoring participants regarding the creation of a favorable psychological atmosphere.

5.2. DESCRIPTION OF EACH MENTORING SCHEME TOOLKIT (consultations and discussions, group workshops and seminars, internships, training courses and workshops, practical training, joint projects, mentoring sessions, etc.)

A “toolkit of mentoring scheme” refers to a set of resources, guidelines, and materials that help in the establishment and effective operation of a mentoring program. This toolkit typically includes documents, templates, and best practices designed to support mentors and mentees in their roles and provide guidance for the overall mentoring process. It aims to ensure that the mentoring scheme runs smoothly and achieves its intended goals.

Below is a brief overview of the key components in the classical toolkit of a mentoring scheme.

- **training outlines** which are comprehensive guides outlining the structure and content of the mentoring program. They include an overview of the program, learning objectives, session schedules, and key topics to be covered. Training outlines serve as a roadmap for mentors and mentees to follow throughout their mentoring journey.
- **lecture notes** that provide in-depth information and explanations on mentoring concepts and principles. They can be used by mentors during training sessions to educate mentees about the fundamentals of the program. These notes may cover topics such as effective communication, goal setting, and problem-solving.
- **PowerPoint presentations** which could become visual aids that complement lecture notes. They include slides with key points, graphics, and illustrations to enhance understanding. Mentors can use these presentations to deliver engaging and informative training sessions. They cover topics like mentoring best practices and strategies.
- **video lectures** as pre-recorded sessions led by experienced mentors or experts in the field. These videos offer mentees the opportunity to learn at their own pace. Instructor's comments provide additional insights and explanations. They are an effective way to demonstrate mentoring scenarios, communication techniques, and other practical aspects of the program.

Each component contributes to the success of the mentoring scheme by ensuring that both mentors and mentees receive quality training, guidance, and resources. These tools aim to facilitate effective mentor-mentee interactions, enhance learning, and support personal and professional growth.

A mentoring scheme toolkit includes also other various components designed to provide comprehensive support to mentors and mentees. The following provides an overview of individual components typically present in such a toolkit.

- **consultations and discussions** which involve one-on-one or group meetings where mentors and mentees can engage in open dialogues. Consultations provide a platform for mentees to seek guidance, share concerns, and discuss their goals with mentors. Discussions can cover a wide range of topics, fostering a supportive mentor-mentee relationship.
- **group workshops and seminars** that bring mentors and mentees together with peers to participate in structured learning sessions. These events often focus on specific mentoring

topics, such as communication skills, leadership development, or industry-specific knowledge. They encourage peer learning and collaboration.

- in some mentoring schemes, **internships** can be an integral part of the program. This involves mentees gaining practical work experience within their field, guided by mentors. Internships offer hands-on learning and a chance to apply theoretical knowledge in real-world settings.
- **training courses and workshops** are formal learning sessions that mentors and mentees attend to acquire knowledge and skills relevant to their mentoring relationship. They can cover topics like mentorship best practices, career development, or leadership skills.
- **practical training** provides mentees with the opportunity to gain specific skills and competencies required in their profession. Mentors often facilitate or guide the practical training process, helping mentees apply what they've learned.
- **collaborative joint projects** offer mentees the chance to work alongside mentors on real assignments or tasks. This hands-on experience can lead to a better understanding of their field and provide opportunities for mentor-mentee cooperation.
- **mentoring sessions** as one-on-one meetings between mentors and mentees. Mentoring sessions are the core of the mentoring scheme, where goals are set, progress is reviewed, and guidance is provided. Sessions are tailored to address the mentee's specific needs and aspirations.

Each mentoring scheme to fulfill all the tasks and goals should have its own toolkit and forms of work. Specific toolkit for each scheme can be found in Table.

Table. Applied Forms of Work (Joint Projects, Internships, Consultations, Presentations, Discussions, etc.)

1.	<p>First year student tutoring</p>	<p>Separate forms of work are offered for individual and group tutoring.</p> <p style="padding-left: 20px;">1. Individual level</p> <p>Consultations. Tutors provide guidance to tutees on the certain subject. These consultations may concern study skills development, selection of literature, clarification of terms, disclosure of the essence of the topic. They may also refer to the specifics of preparation and requirements for writing essays, presentations, other forms of individual, creative tasks on the relevant subject. In addition, consultations may concern the preparation of students for public speeches, presentations of their own work, advice on interaction with groupmates during group tasks.</p> <p>Completion of assignments instead of homework and other forms of academic dishonesty are prohibited.</p> <p>Thanks to consultations, tutee can increase academic excellence, improve the quality of independent work, creative tasks in the relevant subject, as well as build self-confidence, improve the quality of presentation of independent work and own achievements.</p> <p style="padding-left: 20px;">2. Group level</p> <p>Look-around tours. The tutor can conduct look-around tours through the university campus and the main facilities. This is especially important if the university has a complex structure and</p>
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		<p>a large number of structural subdivisions located in different buildings and different parts of the city. During such excursions, first-year students will have the opportunity to remember where important administrative units are located (offices of the university administration, international department, practice department, accounting department, library, dean's office, canteen, student council, etc.), and most importantly, discover logistics and how to get to them more conveniently.</p> <p>Consultations. Tutors explains tutees the peculiarities of the educational process, the basics of using schedule, requirements for compliance with academic integrity policy, development of effective study strategies. Consultations may concern the ethics of communication at the university during classes and outside classroom time, by phone, online (in messengers, social networks, e-mail) with teachers, administration, technical staff, other students. Such knowledge will contribute to the formation of a friendly and safe environment for learning.</p> <p>Also, tutors can advise on opportunities for self-realization at the university (familiarization with existing clubs, student associations, sports sections, creative associations, etc.) and how to use the existing facilities for self-development and extracurricular work.</p> <p>Preparation of extracurricular activities. Tutors help the academic group to get involved in university extracurricular activities and competitions (welcome to students' community, comedy shows, intellectual quizzes, etc.). The tutor helps to reveal the potential and talents of tutees, promote their creativity and the search for non-trivial solutions.</p> <p>Group participation in extracurricular activities contributes to team building, motivation to study together and bullying prevention.</p>
2.	<p>IDP Mentoring</p>	<p>Developing and implementing social entrepreneurship projects. They not only provide practical experience in business and project management, but also allow students-IDP to address social issues that they care about, potentially including issues related to displacement. This can contribute to the community, foster a sense of purpose and agency, and help mentees to build a positive identity as change-makers. Mentor provides guidance and support throughout the project.</p> <p>1. Community-oriented projects or youth engagement activities. This can be an effective way for IDP students to build connections in their new communities, develop leadership and teamwork skills, and make a positive impact. These activities can also help to challenge negative stereotypes and foster mutual understanding between displaced students and local youth. Mentor involves mentees in current projects.</p> <p>2. If qualified, mentors can provide counselling to help IDP students address issues related to their displacement, including</p>

		<p>job counselling, academic counselling, and advising in organizing every-day life. In case of psychological support, mentors can play a crucial role in referring mentees-IDP to professional counsellors or other mental health resources.</p> <p>3. Training sessions or training courses on specific skills or knowledge areas that the mentee needs to develop.</p>
<p>3.</p>	<p>Internationalization mentoring and tutoring for outgoing students</p>	<p>Training courses. This form of work brings together students with similar academic goals and internationalization interests. Within the framework of the scheme, practical training courses will be developed, which will be led by mentors. Possible topics include: Academic English language (within the course, students will learn the norms of business correspondence, will be able to write a motivation letter, an eye-catching resume (CV);</p> <ul style="list-style-type: none"> – Project management and fundraising; – My first scientific paper; – International scientific databases and their application; – effective communication (interview). <p>Training sessions may take place in person or virtually, providing flexibility for students with diverse schedules.</p> <p>Group work. Dedicated to initiating and developing international youth projects. This form of work allows students to engage in collective discussions, problem-solving, and drafting the projects under the guidance of a mentor or tutor. In group work sessions, students collaborate on various tasks and projects related to internationalization. These tasks may include research projects, group presentations, case studies, etc.</p> <p>Individual consultations - personalized, one-on-one sessions between a student (mentee/tutee) and a mentor or tutor to provide tailored guidance, support, and mentorship to students seeking individualized assistance with their internationalization goals.</p> <p>During individual consultations, students have the opportunity to discuss their specific needs, concerns, and aspirations related to international experiences. Mentors or tutors, who are experienced in internationalization and have relevant expertise, offer advice, share insights, and address any challenges or questions raised by the student.</p> <p>These consultations cover a wide range of topics, including academic planning, study abroad program selection, immigration procedures, cross-cultural adaptation, housing etc.</p> <p>Individual consultations can occur in person, over the phone, via video conferencing, or through email correspondence, depending on the preferences and availability of both the student and the mentor/tutor. This flexible approach allows students to access guidance when it is most convenient for them.</p> <p>Coaching as a form of support, offering students tailored guidance to optimize their internationalization experiences. Within the coaching sessions, mentors assist students in</p>

		<p>identifying their unique goals, strengths, and areas for development within their international experience, as well as equip students with essential life skills, including effective communication, problem-solving, and adaptability, to excel in diverse international environments.</p>
4.	<p>Buddy tutoring (international students, cultural and religious diversity)</p>	<p>International students engage in collaborative activities with their local peers to facilitate their integration and academic success. These activities promote cross-cultural understanding, language proficiency, and social integration. The following forms of engagement are applied:</p> <ol style="list-style-type: none"> 1. Joint Projects: Collaborative projects between local tutors and international students foster cross-cultural teamwork, problem-solving, and the exchange of diverse perspectives. These projects often include research assignments, community service initiatives, or creative endeavors, enriching the students' learning experiences. 2. Consultations and Discussions: Tutors conduct one-on-one or group consultations with international students to address their academic and personal needs. These sessions provide academic guidance, help students navigate challenges, and ensure they stay on track with their goals. Consultations can take place in person, via phone, email, or videoconference. 3. Group Workshops and Seminars: Tutors organize group workshops, seminars, or webinars where international students can engage in discussions on various topics. These sessions encourage students to explore diverse perspectives, develop analytical and communication skills, and exchange ideas with their peers and experienced professionals. <p>These diverse forms of engagement within the tutoring scheme contribute to the holistic development of international students. They enhance theoretical knowledge with practical experience, prepare students for the demands of their academic journey, and foster connections with local peers and experienced professionals. This approach ensures that international students receive the support and guidance needed for a successful academic and social integration experience.</p>
5.	<p>Mentoring for students with disabilities</p>	<ol style="list-style-type: none"> 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

		<p>way for these students to embark on successful career paths with newfound skills, knowledge, and confidence.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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</p> <p>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.</p>
6.	<p>Young teacher mentoring</p>	<p>1. Internship. Every year, in accordance with the curriculum, students undergo an internship in educational institutions. 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</p>

		<p>implementation of the planned activities, monitors the completion of the tasks, shares his or her experience in solving current issues and problems, teaches organization of the educational process, planning and conduct of classes, forms of classes, methods of conducting them, communication with students and colleagues, 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.</p> <p>2. Practical training. A mentor can offer students the opportunity to undergo a practical training in various educational institutions, 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 an educational institution, a student will learn about how to understand the education system using the example of a specific educational institution, try themselves in the role of a teacher and class leader, learn to fill out the necessary documents for work, 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.</p> <p>3. Joint projects. The mentor and students can work on joint projects, research or work on specific educational issues. Joint projects promote practical learning, exchange of experience and enhancement of students' professional skills.</p> <p>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 a specific topic in the discipline, methods and forms and work with students, analysis of the lessons, writing articles or research papers. These consultations may take place in person, by phone, email or videoconference.</p> <p>5. Group discussion of issues. The mentor can organize group workshops, seminars, webinars with the participation of successful teachers (representative of the Department of Education, deputy directors for educational work, teachers of general educational institutions of secondary education, social workers, etc.) where students can discuss current educational 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.</p>
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<p>7. Gender mentoring/ tutoring</p>	<p>Tailored Hands-On Course. Within the framework of a separate course, the mentee/tutee will work on the development of projects, the production and design of research, and the presentation of results, and they will organize debates around various issues and meetings with Georgian and foreign women scientists who will share their experience and achievements with students and give them an example to realize their future goals. They will tell students how they became interested in science, why they decided to pursue scientific activity, what stereotypes and difficulties they had to overcome in their scientific career, and how they overcame these obstacles and achieved success.</p> <p>2. A series of workshops from industrial partners. These workshops involve collaboration between the mentoring program and external organizations or companies with a focus on gender diversity and inclusion. They are designed to provide mentees, tutees, and tutors with practical insights, real-world experiences, and industry-specific knowledge related to gender diversity and inclusion. These workshops facilitate engagement between our program participants and industrial partners, fostering a dynamic learning environment.</p> <p>The workshops cover a wide array of relevant topics, including gender equity in the workplace, career advancement strategies, breaking gender stereotypes, effective communication, gender sensitivity, unconscious bias, intersectionality, promoting diversity and inclusion in STEM fields, leadership skills development etc.</p> <p>Industry professionals, leaders, and experts in the field conduct the workshops. The workshops emphasize interactive and participatory learning. Participants engage in discussions, case studies, group activities, and Q&A sessions, promoting a deeper understanding of gender-related challenges and solutions.</p> <p>Each workshop aims to provide practical takeaways and actionable strategies that female students can apply to their academic and professional journeys. Besides, the workshops offer networking opportunities with industry representatives, enabling mentees and tutees to expand their professional networks and gain valuable contacts.</p> <p>3. Individual consultations - a personalized and confidential form of support and guidance offered to mentees and tutees, which are designed to address their specific needs, challenges, and goals. They provide female students with one-on-one sessions tailored to their unique needs and aspirations. The consultations are led by experienced mentors and tutors who specialize in gender-related issues and personal development. The aim is to offer a confidential and supportive space for mentees and tutees, to discuss challenges, set goals, and receive personalized guidance. The consultations are confidential, ensuring that participants can openly discuss sensitive topics and seek guidance without fear of</p>
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		<p>judgment. Consultations are scheduled at convenient times for participants, allowing for flexibility to accommodate academic and professional commitments. Mentors and tutors may share relevant resources, reading materials, or contacts to aid participants in their development.</p>
8.	<p>Local government – LED mentoring</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>

		<p>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.</p> <p>6. Networking events. The mentor organizes online events (webinars, workshops, etc.) with invited speakers or uses online learning platforms with feedback from mentees.</p>
9.	Digital mentoring	<p>1. Internship. The purpose of the internship is to form and develop practical skills based on the acquired theoretical knowledge for further employment of the graduate. 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.</p> <p>2. Practical training. Practical training of students as part of the curriculum can be implemented in the form of mentoring. This format is typically suitable for IT students, as well as for non-IT students, but based on the digital sector. A mentor is assigned individually to a mentee or to a small group of mentees. The practice takes place according to the defined plan, the mentee receives individual tasks from the mentor. The mentor contributes to the acquisition of practical experience in the professional direction for the mentee.</p> <p>3. Projects. Digital mentors can engage students in projects to enable them to apply digital skills in the community and connect with others. Projects can be offered by a mentor from the professional sphere (involvement in the development of IT products, developing ideas for digital solutions, current projects) and social/volunteer (digital solutions to solve social problems). Mentees will be able to choose projects depending on their own interests. Mentoring in the format of projects will be implemented according to a pre-agreed plan, and will also include situational tasks. Interaction in projects, as a rule, will be team-based with the use of project management tools and online circles to establish communication and discuss tasks and results.</p> <p>4. Mentoring sessions - individual or group meetings between a mentee and a mentor. The purpose of mentoring sessions can be to get advice from mentors on career growth in the IT field for both IT students and non-IT specialists, recommendations on finding a job or transitioning to a digital profession. The goals of mentoring sessions can be to develop specific tools for the development of your digital project or digital product. A mentoring session is an online meeting with a discussion of pre-defined issues lasting 1 hour. Platforms for conducting:</p>

		Zoom/MS Teams/Google meet/Discord/Telegram (video call) or alternative
10.	Professional mentoring	<p>Three main forms of work are suggested: joint projects, internships and consultations</p> <p>Joint projects refer to collaborative initiatives undertaken by the mentor and mentee to work on a specific task, assignment, or project related to the mentee's professional development or goals. This form of work allows the mentee to gain hands-on experience, practical skills, and guidance from the mentor. Mentees are provided with an opportunity to apply theoretical knowledge to practical situations. They acquire new skills, gain insights into industry practices, and learn problem-solving techniques under the mentor's guidance.</p> <p>The form foresees collaborative goal-setting, when the mentor and mentee identify a specific project or task that aligns with the mentee's professional goals or developmental needs. This could involve working on a real-world problem, developing a proposal, conducting research, or creating a deliverable. Mentors contribute their expertise and experience by sharing insights, best practices, and lessons learned. They guide mentees in decision-making, offer advice, clarify doubts, provide feedback, offer suggestions for improvement throughout the project and help mentees overcome challenges.</p> <p>Joint projects often involve collaboration with other professionals or stakeholders, providing mentees with opportunities to expand their professional network, establish connections, and gain exposure to different perspectives. Regular check-ins and progress reviews ensure that the project stays on track and meets the desired objectives.</p> <p>Joint projects as a form of work during professional mentoring foster a collaborative learning environment, allowing mentees to gain practical experience, develop skills, and receive valuable guidance from experienced mentors. It enables mentees to apply their knowledge in real-world scenarios while benefiting from the mentor's expertise and support.</p> <p>Internships as a form of work involve mentees gaining hands-on experience by working within an organization or industry relevant to their professional aspirations. They are placed in a real-world work environment, such as a company, organization, or institution, where they can observe and actively participate in professional activities. Mentees may be involved in specific projects or assignments that align with their interests and career goals. They contribute to the organization's initiatives, gain practical experience, and apply their knowledge to real-world challenges. Besides, internships expose mentees to the norms, practices, and expectations of the professional work environment. They learn about professional etiquette, teamwork, time</p>

		<p>management, and effective communication within the context of their chosen field.</p> <p>Mentees are assigned mentors within the organization who provide guidance, support, and supervision during the internship. Mentors offer insights into the industry, share their experiences, and help mentees navigate the professional landscape.</p> <p>Internships may offer additional learning opportunities, such as training sessions, workshops, or industry-specific events, to further enhance mentees' knowledge and skills.</p> <p>Internships provide mentees with a chance to explore their career interests, validate their career choices, and gain clarity about their future professional paths. In some cases, internships can serve as a pathway to employment opportunities within the organization, as mentees showcase their capabilities and make a positive impression on potential employers.</p> <p>Consultations refer to involving mentees seeking advice, guidance, and expertise from their mentors through one-on-one or group sessions. These consultations provide mentees with an opportunity to discuss specific challenges, seek solutions, and receive personalized support. Consultations offer mentees personalized attention and guidance tailored to their specific needs, goals, and challenges. Mentees can present specific challenges or dilemmas they are facing in their projects, professional development or career path. Mentors provide insights, alternative perspectives, help mentees evaluate their progress, identify areas for improvement and help mentees explore potential solutions to make informed decisions.</p> <p>In general, consultations provide a safe and confidential space for mentees to share their concerns, challenges, and aspirations. Mentors maintain confidentiality and create an environment of trust, ensuring mentees feel comfortable discussing sensitive topics.</p> <p>Consultations can also involve sharing relevant industry contacts, resources, and networking opportunities. Mentors may introduce mentees to their professional network, provide referrals, or suggest relevant events or conferences.</p> <p>Consultations as a form of work during professional mentoring offer mentees a dedicated space to receive personalized guidance, advice, and support from experienced mentors. Through these interactions, mentees can enhance their knowledge, develop critical thinking skills, gain insights into their professional development, and make informed decisions to progress in their careers.</p> <p>Overall, all forms of work within professional mentoring foresee sharing experience of mentors, providing industry insights, practical tips, and resources to enhance mentees' knowledge and develop relevant skills. Mentors help mentees identify their</p>
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		strengths, areas for improvement, and strategies for personal and professional development.
11.	Green deal mentoring	<p>Mentoring session - individual or group meetings of a mentee with a mentor in order to receive advice from mentors on the preparation and implementation of projects, innovations and initiatives, career growth in the Green Deal field, recommendations on finding a job in the Green Deal field. The goals of the mentoring sessions may be to develop specific tools for the creation, implementation and development of the mentee's Green Deal project. A mentoring session is an offline or online meeting with a discussion of pre-defined issues lasting 1 academic hour.</p> <p>A coaching session is an individual meeting between a mentee and a mentor with the aim of receiving professional, motivational and psychological support for the mentee from the mentor to achieve their goals and objectives in the professional sphere. A coaching session is an offline or online meeting with a discussion of pre-defined issues lasting 0.5 academic hours.</p> <p>Green Deal projects. Mentors can involve mentees in their own Green Deal projects to give them the opportunity to apply their skills in the community and network with others. Projects can be proposed by a mentor from the professional sphere as well as social/volunteer projects. Mentees will be able to choose projects depending on their own interests. Mentoring in the format of projects will be implemented according to a pre-agreed plan, and will also include situational tasks. Interaction in projects will usually be team-based, using project management tools and online circles to establish communication and discuss tasks and deliverables. Also, mentees can propose their own Green Deal projects for discussion and implementation, where the mentor can provide advice on bringing them closer to the real conditions of implementation on the market, improving their practical justification, etc.</p> <p>Practice under mentorship. Practical training of students as part of the curriculum can be implemented in the form of mentoring. A mentor is assigned to a mentee individually or to a small group of mentees. The practice takes place according to the defined plan, the mentee receives individual tasks from the mentor. The mentor contributes to the acquisition of practical experience in his professional direction for the mentee.</p> <p>Problem-based lectures are used as a platform for teachers, practitioners and other stakeholders to exchange ideas, best practices and find practical solutions to meet the needs of students to learn tools, methods, approaches and principles in the context of the implementation of the European Green Deal strategy.</p>
12.	Business and Startup mentoring	Mentoring session - individual or group meetings of a mentee with a mentor in order to receive advice from mentors on the

		<p>preparation and implementation of projects, innovations and initiatives, career growth in the field of formation and promotion of startup projects, recommendations for finding potential investors in the field of formation and promotion of startups - projects. The goals of mentoring sessions may be to develop specific tools for the creation, implementation and development of a mentee's startup project. A mentoring session is an offline or online meeting with a discussion of pre-defined issues lasting 1 academic hour.</p> <p>A coaching session is an individual meeting between a mentee and a mentor with the aim of receiving professional, motivational and psychological support for the mentee from the mentor to achieve their goals and objectives in the professional sphere. A coaching session is an offline or online meeting with a discussion of pre-defined issues lasting 0.5 academic hours.</p> <p>Startup projects. Mentors can involve mentees in their own startups and business projects to give them the opportunity to apply their skills in the community and network with others. Projects can be proposed by a mentor from the professional sphere as well as social/volunteer projects. Mentees will be able to choose projects depending on their own interests. Mentoring in the format of projects will be implemented according to a pre-agreed plan, and will also include situational tasks. Interaction in projects will usually be team-based, using project management tools and online circles to establish communication and discuss tasks and deliverables. Also, mentees can propose their own startup projects for discussion and implementation, where the mentor can provide advice on bringing them closer to the real conditions of implementation on the market, improving their practical justification, presentation, finding potential investors, etc.</p> <p>Practice under mentorship. Practical training of students as part of the curriculum can be implemented in the form of mentoring. A mentor is assigned to a mentee individually or to a small group of mentees. The practice takes place according to the defined plan, the mentee receives individual tasks from the mentor. The mentor contributes to the acquisition of practical experience in his professional direction for the mentee.</p> <p>Problem lectures are used as a platform for teachers, practitioners and other interested parties to exchange ideas, best practices and find practical solutions to meet the needs of students in mastering tools, methods, approaches and principles of forming and promoting startup projects.</p>
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Each of these elements plays a crucial role in the overall mentoring scheme, ensuring that mentors and mentees receive a well-rounded education and support system. The combination of these components aims to enhance the mentees' professional and personal development while fostering a strong mentor-mentee relationship. So, a mentoring scheme toolkit typically includes various components to support the training and guidance of mentors and mentees.

6. QUALITY ASSURANCE AND PERFORMANCE CONTROL

1. QUALITY MONITORING

Quality assessment in mentorship schemes holds paramount significance in ensuring the success and effectiveness of these educational programs. These schemes play a pivotal role in the development of students and the enhancement of their academic and professional experiences. Therefore, assessing their quality is not merely a formality but a crucial mechanism for continuous improvement and validation of their impact.

First and foremost, quality assessment allows educational institutions to gauge the extent to which mentorship schemes align with their intended objectives. It helps in determining whether these schemes are achieving the desired outcomes in terms of student development, skill enhancement, and overall educational growth.

Moreover, quality assessment is essential for fostering a culture of accountability and continuous improvement. It enables universities and other educational institutions to identify areas that require refinement, whether in mentor training, scheme design, or student support.

The objective of this quality monitoring is to assess the effectiveness of the mentoring scheme by measuring specific outcomes, evaluating criteria, and employing relevant indicators and measurement methods. In the context of evaluating mentorship schemes where mentors are assigned students within specific academic directions, a comprehensive approach is necessary to gauge the quality of these schemes effectively. The assessment objectives encompass the following key aspects:

1. Educational Effectiveness: The primary objective of these mentorship schemes is to ensure effective learning and development for the students. Assessment focuses on determining the impact of the scheme on the academic and professional growth of the mentees.

2. Student Satisfaction: An integral goal of the assessment is to measure the degree of student satisfaction with the mentorship process. This involves an analysis of how supported and motivated students feel throughout their educational journey under the mentor's guidance.

3. Mentor Development: Assessment also encompasses evaluating the effectiveness of mentor training processes. This involves assessing the mentors' ability to impart knowledge and skills to students, inspire and support them effectively.

The guiding principles for assessing the quality of such mentorship schemes are as follows:

1. Goal Orientation: The assessment should be purpose-driven, with clear alignment to the intended objectives of the mentorship scheme. It aims to ascertain how successfully the scheme contributes to the development of students and mentors.

2. Objectivity: The assessment process must be objective and based on predefined criteria. It may include the use of standardized assessment tools, surveys, and an analysis of student achievements.

3. Continuity: Quality assessment should be ongoing and systematic. This ensures the ability to monitor changes in the learning process and make necessary adjustments when required.

4. Stakeholder Involvement: All stakeholders, including students, mentors, and university administration, should have their perspectives considered in the assessment. This provides a more comprehensive picture of the scheme's quality.

5. Continuous Learning and Improvement: Assessment results should serve as the foundation for enhancing mentorship schemes. This involves modifying mentor training programs and improving the mentorship process to offer students a better educational experience.

Assessing the quality of mentorship schemes involving university students and mentors is a critical tool for ensuring educational effectiveness and the development of all participants. It

validates whether the scheme aligns with its goals and meets the expectations of all parties, ultimately enhancing the educational experience for students. The mechanism of quality monitoring under each scheme is presented in Table 14.

Table 14. The mechanism of quality monitoring under each scheme

Desired outcomes	Evaluation criteria and indicators	How to measure them
<p>Empowerment: Mentees gain a sense of confidence in navigating the academic, career, social, and psychological challenges they face, enabling them to adapt to their new environments more effectively.</p>	<p>Self-efficacy & Adaptability:</p> <ul style="list-style-type: none"> • Mentees demonstrate increased confidence in their ability to handle academic, career, social, and psychological challenges; • Mentees show improved ability to adapt to new environments, including integrating into the university community, forming new relationships, and navigating cultural differences. <p>Academic Performance:</p> <ul style="list-style-type: none"> • Mentees effectively navigate academic challenges; • Mentees actively participate in classes, complete assignments, and get positive feedback from academic staff. 	<p>Self-report surveys or interviews, observation, mentor's report</p> <p>Observation, mentor's report, mentee's self-evaluation</p> <p>Grades, course completion rates, or feedback from academic staff</p>
<p>Successful integration: Mentees feel a sense of belonging and facilitate a smoother transition into their new environments.</p>	<p>Sense of belonging:</p> <ul style="list-style-type: none"> • Mentees participate in community activities, clubs, or social events; • Mentees report feelings of connection and acceptance within their university and local community. <p>Expanded connections with local communities:</p> <ul style="list-style-type: none"> • Mentee develop new relationships with peers, faculty, staff and representatives of local communities. 	<p>Number and type of activities the mentee is involved in;</p> <p>Self-report surveys or interviews</p> <p>Self-report surveys or interviews</p>
<p>Career development: Mentees develop their career aspirations,</p>	<p>Career Planning:</p> <ul style="list-style-type: none"> • Mentees have clear, realistic career goals; 	<p>Reviewing mentee's career plan, discussions during mentoring sessions;</p>

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

DESIRED OUTCOMES

Desired outcomes in the context of mentorship schemes refer to the ultimate goals and achievements expected from the mentoring relationship. These outcomes encompass a wide range of positive changes and developments that are anticipated to occur in the mentees' lives and professional journeys. The desired outcomes are specific, measurable, and serve as benchmarks to gauge the effectiveness of the mentorship program. They may include but are not limited to enhanced self-confidence, successful integration into new environments, clarified career aspirations, increased resilience to socio-economic and emotional challenges, and overall personal growth and development. These outcomes reflect the comprehensive impact of mentorship, extending beyond mere academic or professional guidance to foster holistic growth and empowerment in the mentees.

1. Empowerment:

- **Academic Confidence:** Mentees gain confidence in their academic abilities. They become more self-assured in their capacity to excel in their studies, resulting in improved grades and a deeper engagement with their educational pursuits.

- **Career Confidence:** Beyond academics, mentees also develop confidence in their career prospects. They believe in their ability to secure internships, jobs, or further educational opportunities and are willing to pursue them.

- **Social and Psychological Resilience:** Mentees acquire the skills and mindset to handle social and psychological challenges. They are more adept at forging meaningful relationships, managing stress, and maintaining a healthy work-life balance.

- **Adaptability:** The empowerment process equips mentees with adaptability skills. They can more effectively adjust to new environments, making them more open to diverse experiences and cultures.

2. Successful Integration:

- **Sense of Belonging:** Mentees foster a strong sense of belonging in their new environments. They form meaningful connections with peers, mentors, and the community, reducing feelings of isolation.

- **Smooth Transition:** A successful integration results in a smoother transition for mentees. They become acclimated to their academic, professional, and social settings, reducing the initial challenges that may have otherwise hindered their progress.

3. Career Development:

- **Career Aspirations:** Mentees develop a clearer understanding of their career aspirations. They set specific goals, which may include pursuing higher education, entering a particular profession, or contributing to a specific field.

- **Realized Potential:** Through the mentorship, mentees unlock their potential as capable professionals. They recognize their skills and competencies and understand how to apply them effectively in a professional context.

- **Informed Career Decisions:** Mentees make informed decisions regarding their future careers. They understand the steps and requirements for their chosen path, enabling them to take the necessary actions to achieve their career objectives.

4. Increased Resilience:

- **Resilience Building:** The mentorship equips mentees with the tools and techniques to build resilience. They become more adept at handling socio-economic and emotional challenges, reducing stress and anxiety.

- **Coping Mechanisms:** Mentees develop effective coping mechanisms for challenging situations. They are better equipped to face adversity, rebound from setbacks, and maintain their mental and emotional well-being.

These outcomes demonstrate the profound impact of mentorship, not only on the academic and career development of mentees but also on their overall well-being and personal growth. It reflects a holistic approach to mentoring that goes beyond mere professional guidance and fosters empowerment, integration, and resilience.

EVALUATION CRITERIA AND INDICATORS

Evaluation criteria and indicators refer to the standards and measures used to assess the effectiveness and success of the mentorship program. They define the parameters and benchmarks that ensure the mentorship scheme is achieving its goals and values. These criteria and indicators may include the following aspects:

- **Goal Achievement:** Evaluating the extent to which mentorship relationships have helped students reach their stated objectives and outcomes.

- **Participant Satisfaction:** Investigating how satisfied mentors and mentees are with the mentorship process and its outcomes.

- **Quality of Communication:** Assessing the effectiveness of communication between mentors and mentees, including openness, trust, and active engagement.

- **Educational Attainment:** Determining how mentorship contributes to achieving educational goals and academic success.

Professional Development: Measuring how mentorship contributes to the development of professional skills and career advancement for mentees.

Leadership Skills Development: Evaluating how mentorship nurtures leadership skills among mentors.

Mentor Satisfaction: Assessing the extent to which mentors feel their efforts and contributions are valued and appreciated.

Adherence to Timelines: Measuring the extent to which mentorship schemes adhere to established timelines and schedules.

Level of Participation and Engagement: Evaluating how actively mentors and mentees participate in the program and interact with each other.

Feedback Effectiveness: Investigating the openness and effectiveness of feedback between mentorship program participants and how it influences process improvement.

In the context of evaluation criteria and indicators, the mentorship program's success is gauged across various domains, as follows:

Self-Efficacy and Adaptability:

One of the key evaluation criteria is mentees' increased self-confidence in their ability to overcome academic, career, social, and psychological challenges. An indicator of this is their enhanced adaptability in navigating new environments, which includes successful integration into the university community, forming new connections, and effectively managing cultural differences.

Academic Excellence:

The evaluation criteria for academic performance include mentees' proficiency in addressing academic challenges. An indicator of success in this area is active engagement in classes, completing assignments, and receiving favorable feedback from academic personnel.

Sense of Belonging:

Within the context of sense of belonging, evaluation criteria involve assessing mentees' active participation in community activities, club memberships, or attendance at social events. An indicator is the articulation of feelings of attachment and acceptance within both their university and local communities.

Expanded Community Connections:

In this category, criteria include the establishment of new relationships with peers, faculty, staff, and local community representatives.

Career Development:

Evaluation criteria encompass mentees' ability to set precise and attainable career objectives and their comprehension of the necessary steps to realize their career aspirations.

Career Advancement:

Evaluation criteria for career progression involve assessing mentees' increased self-assurance in overcoming career-related challenges and the development of skills relevant to their chosen career path.

Psychological Well-Being:

In this context, the criteria for evaluation focus on mentees' ability to effectively navigate psychological challenges and demonstrate emotional resilience.

Acquisition of New Coping Skills for Displacement:

Criteria for this aspect include the manifestation of enhanced problem-solving skills, persistence in pursuing academic, career, or personal objectives in the face of challenges, and the ability to make well-informed decisions about their life journey. Indicators in these areas help measure the program's success and the positive impact it has on mentees' development.

WAYS OF MEASUREMENT

The assessment of the mentees' development within mentorship programs can be effectively carried out through various means, including self-report surveys or interviews, observations, mentor's reports, and the mentees' self-evaluation.

Observation: Observing mentees in action provides insights into their adaptability, sense of belonging, and community connections. The observer can note their engagement in various activities, which offers valuable indicators of their progress.

Mentor's Report: The mentor's perspective is crucial. They can provide feedback on the mentee's self-efficacy, academic performance, career development, psychological well-being, and the acquisition of new coping skills. Their reports help assess the mentorship's impact.

Mentee's Self-Evaluation: Mentees themselves can reflect on their growth and development, filling out self-report surveys or participating in interviews. This self-evaluation helps gauge their sense of belonging, adaptability, and psychological well-being.

Grades and Course Completion Rates: Academic indicators such as grades and course completion rates offer insights into academic excellence and career progression.

Feedback from Academic Staff: Academic staff feedback is valuable for evaluating academic performance and career development. They can offer their perspectives on mentee engagement and progress.

Number and Type of Activities: Tracking the mentee's involvement in various activities helps assess their sense of belonging and community connections.

Reviewing Career Plans: An analysis of the mentee's career plan, coupled with discussions during mentoring sessions, provides valuable insights into their career development.

Attainment of Internships and Job Placements: The successful acquisition of internships and job interviews/placements indicates progress in career planning.

Self-Report Mental Health Surveys: The use of self-report mental health surveys, in addition to feedback from counselors or mental health professionals, helps evaluate psychological well-being.

Progress Tracking: Progress toward mentees' goals can be tracked using feedback from mentors or academic staff and discussions during mentoring sessions or self-report measures.

A combination of these assessment methods, including observation, mentor's reports, mentee's self-evaluation, academic indicators, and feedback, provides a comprehensive view of mentees' development within mentorship programs.

SELF REPORTS

Self-report surveys are a powerful tool for assessing and improving the quality of mentorship schemes. They provide mentors and mentees with the opportunity to self-assess various aspects of the mentorship process and evaluate its impact on their learning and development. Self-report surveys can be designed separately for mentors and mentees, and each side can utilize them for self-evaluation and further enhancing their interactions within the mentorship scheme.

Self-Report Surveys for Mentors:

Self-report surveys for mentors serve as a self-assessment and reflection tool regarding their role and influence within the mentorship scheme. Mentors can use these surveys to evaluate the effectiveness of their guidance and support for mentees. The questions may encompass aspects related to their communication, ability to inspire, assistance in goal setting, and motivation of mentees. Self-report surveys for mentors enable them to identify their strengths and areas that require improvement and work on them. The template is provided in ANNEX A.

Self-Report Surveys for Mentees:

Self-report surveys for mentees provide them with the opportunity to assess how well the mentorship scheme aligns with their expectations and contributes to their learning. Questions may cover the level of support, informativeness of the mentor, enrichment of the educational experience, and skills development. Mentees can use these surveys to express their needs, pinpoint areas where more assistance is required, and highlight aspects of mentorship that they value. This fosters a more personalized and effective mentorship experience. The template is provided in ANNEX B.

Self-report surveys in mentorship schemes not only help in assessing and enhancing the quality of mentorship but also promote better communication and understanding between mentors and mentees, ultimately improving the educational experience for all participants.

OBSERVATIONS

Observations conducted by program management in mentorship schemes are indispensable in upholding the program's efficacy and quality. Through systematic evaluation and monitoring, these observations play a pivotal role in safeguarding the mentorship experience for both mentors and mentees.

Firstly, they provide a means to maintain the program's quality assurance standards, ensuring that it remains in alignment with its core objectives and continually evolves to meet the participants' needs and expectations.

Secondly, these observations serve as a valuable tool for assessing the program's effectiveness in realizing the mentees' self-improvement goals and aspirations. They offer a comprehensive view of how well the program supports personal and professional growth.

Thirdly, by scrutinizing the mentor-mentee matching process, these observations guarantee that mentees are paired with mentors who can provide effective guidance and support tailored to their specific needs and objectives.

Furthermore, they facilitate the incorporation of valuable feedback from mentors, mentees, and program coordinators, instigating a cycle of improvement that ensures the program's ongoing refinement.

The observation may include:

Quality Assurance: Management plays a crucial role in ensuring the mentorship program's quality and alignment with its intended objectives. It involves creating a framework for quality standards, guidelines, and performance indicators. By assessing the program's adherence to these standards and making necessary adjustments, management can guarantee that the program consistently delivers a valuable and enriching experience for all participants.

Effectiveness Assessment: Management oversees the evaluation of the mentorship program's effectiveness by monitoring the interactions between mentors and mentees. Through systematic assessments, they can gauge how well the program facilitates mentees' self-improvement journeys and assists them in achieving their goals. This process often involves the use of key performance indicators and feedback mechanisms.

Matching Evaluation: Management takes charge of evaluating the success of mentor-mentee matching procedures. They ensure that the program's matching process aligns with best practices, resulting in mentees being paired with mentors who can effectively guide and support them. This involves an ongoing analysis of the pairing outcomes and making adjustments when necessary.

Feedback Integration: Management oversees the integration of feedback from mentors, mentees, and program coordinators into the program's structure. This continuous feedback loop is crucial for improvement and refinement. Management gathers and analyzes feedback data, identifies trends or areas for enhancement, and incorporates these insights into the program's policies and procedures.

Resource Allocation: Management is responsible for assessing the allocation of resources within the mentorship program. This entails evaluating whether mentors and mentees have access to the necessary tools, guidance, and support for their self-improvement journeys. Management ensures that resources are distributed effectively to maximize their impact on program participants.

Adherence to Policies: Management ensures that the mentorship scheme complies with university policies and regulations. This includes the establishment of guidelines and procedures to promote a safe and ethical mentoring environment. Management oversees regular compliance checks and addresses any issues to maintain a program that operates within the boundaries of institutional policies.

Progress Tracking: Management actively tracks the progress of mentees throughout the program, closely monitoring their ability to overcome challenges and achieve their goals. This involves using various assessment methods to quantify the progress and growth of mentees. Management identifies areas where additional support or resources may be required to ensure mentees thrive.

Cultural Alignment: Management plays a key role in maintaining a mentorship culture that aligns with the institution's values and goals. They create an environment that fosters inclusivity, respect, and diversity. This alignment contributes to a positive and inclusive learning environment where mentorship thrives as a part of the institution's culture.

Program Impact: Management is responsible for assessing the overall impact of the mentorship program on mentees' self-improvement, career development, and personal growth. They may use a range of metrics to measure the program's effectiveness and its influence on individual development.

Program Enhancement: Management uses insights gained from observations to improve the program's design, structure, and delivery. They make data-driven decisions to enhance the program continually, ensuring that it becomes even more effective and beneficial to all participants.

Stakeholder Satisfaction: Management actively gathers input from mentors and mentees through surveys and feedback mechanisms. This data helps gauge their satisfaction levels and ensures that the program addresses their needs and expectations effectively. Management uses this feedback to tailor the program to stakeholders' preferences.

Continuous Improvement: Management ensures ongoing monitoring and adjustment of the mentorship scheme. They remain responsive to evolving needs and challenges by making proactive changes and improvements. This adaptability ensures that the program remains relevant and effective over time.

In summation, the observations in mentorship schemes are invaluable for maintaining the program's excellence, measuring its influence, and perpetually enhancing the mentorship experience, ultimately contributing to the growth and success of participants and the attainment of the university's educational objectives.

MENTOR'S REPORT

A mentor's report is a crucial component of any mentorship program, as it serves multiple essential purposes. Firstly, it provides a structured platform for mentors to document the progress, challenges, and successes of their mentees. This documentation not only helps mentors keep a comprehensive record but also assists in tracking the individual development of each mentee.

Secondly, mentor reports play a vital role in enhancing the mentorship experience by offering a valuable feedback mechanism. Through these reports, mentors can provide constructive feedback to their mentees, highlighting areas of improvement, strengths, and personalized advice. Such feedback is invaluable for mentees as it aids in their self-improvement journey and helps them navigate challenges more effectively.

Additionally, mentor reports contribute to the overall quality of the mentorship program by allowing program coordinators and administrators to assess the effectiveness of the program. By reviewing mentor reports, they gain insights into the program's impact on mentees' personal and professional growth, and the effectiveness of the mentor-mentee pairings.

Moreover, these reports can aid in the identification of potential areas for program enhancement and provide valuable data for program evaluations. By analyzing the mentor reports collectively, administrators can make data-informed decisions to refine the mentorship program continually. The template is provided in ANNEX C.

In summary, mentor reports serve as a documentation tool, a feedback mechanism, and a program evaluation resource. Their importance lies in their ability to track mentee progress, provide constructive feedback, contribute to program effectiveness, and guide continuous program improvement, ultimately leading to a more successful mentorship experience for all involved.

2. PERFORMANCE CONTROL

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

The primary aim of this performance control plan is to establish a robust framework for systematically monitoring and evaluating the mentorship program's effectiveness. This plan comprises a detailed set of specific tasks, each accompanied by comprehensive descriptions. These tasks are carefully designed to be aligned with the overarching goals of the program and to facilitate the measurement of its performance.

Key Performance Indicators (KPIs) play a pivotal role in this process, as they provide quantifiable metrics to gauge various aspects of the program's success. These KPIs encompass a wide range of criteria, from academic achievements and career progression to mentees' psychological well-being and their sense of belonging within the program.

By delving into this level of detail, the performance control plan ensures that no vital aspect of the mentorship program is overlooked. It fosters a thorough and systematic approach to evaluation, enabling program coordinators to make informed decisions and improvements based on concrete data and observations. Ultimately, this plan aims to enhance the overall quality and impact of the mentorship program, contributing to the successful development of the mentees.

GOAL ACHIEVEMENT

The evaluation of goal achievement is a critical component of the mentorship program's success. It involves assessing both long-term and short-term goals established by mentees at the program's outset. The process is multifaceted and encompasses two key aspects:

Percentage of Goal Attainment: This metric quantifies the number of mentees who successfully accomplish their predefined goals within the agreed timeframe. It provides a clear measure of how effectively mentees are progressing toward their objectives and helps gauge the program's impact on goal achievement.

Percentage of Partial Goal Attainment: This indicator examines the percentage of goals set by mentees that have been either fully or partially achieved. It acknowledges that goals may vary in complexity and may not always be fully realized within the defined timeframe. Assessing partial goal attainment allows for a more nuanced understanding of mentees' progress.

ACTION PLAN IMPLEMENTATION

The assessment of action plan implementation is a pivotal aspect of evaluating the mentorship program's effectiveness. It involves gauging the degree to which mentees have put into practice the action plans and strategies devised in collaboration with their mentors. This assessment primarily focuses on:

Percentage of Action Plan Completion: This metric quantifies the proportion of action steps or tasks outlined in the mentees' action plans that have been successfully completed within the mentoring program. It offers a clear measure of how effectively mentees have translated their strategies into action and helps determine the program's impact on the execution of these plans.

NETWORKING EFFECTIVENESS

Networking effectiveness is a key component of evaluating the impact of the mentorship program. It focuses on assessing the expansion and quality of mentees' networks and connections, both within the university and the local community. This assessment primarily involves:

Number of New Connections: This metric quantifies the number of new connections or opportunities gained by mentees as a direct result of their participation in the mentoring program. It provides a tangible measure of the program's effectiveness in broadening mentees' networks and facilitating meaningful connections.

Quality of Connections: In addition to the quantity of connections, it is essential to evaluate the quality of these relationships. This involves assessing the depth of interactions and the extent to which these connections contribute to mentees' personal and professional growth.

By tracking the expansion and quality of mentees' networks, program coordinators can determine the program's ability to enhance students' integration and engagement within the university and local community.

MENTEE ENGAGEMENT

Mentee engagement is a critical factor in assessing the effectiveness of the mentorship program. It seeks to measure the level of mentee engagement and their active participation in the mentoring relationship. The assessment focuses on:

Frequency of Mentee-Initiated Interactions: This metric quantifies how often mentees take the initiative to engage with their mentors. It includes actions such as reaching out for guidance, setting up meetings, or actively seeking advice and support. The higher the frequency of mentee-initiated interactions, the more engaged and invested they are in the mentoring relationship.

Evaluating mentee engagement is essential as it reflects the mentees' proactive approach to their personal and professional development. It indicates their willingness to learn, grow, and make the most of the mentoring experience.

MENTOR ENGAGEMENT

Evaluating mentor engagement is a crucial component of assessing the mentorship program's overall effectiveness. It focuses on determining the level of participation, commitment, and effectiveness of mentors in supporting the growth and development of their mentees. This assessment includes:

Average Mentor Engagement Score: The score is based on feedback obtained from mentees regarding their mentors' involvement and support. It considers factors such as the mentor's accessibility, responsiveness, guidance, and overall commitment to the mentoring relationship. A higher average mentor engagement score indicates that mentors are actively and effectively contributing to the mentees' development.

Assessing mentor engagement is essential for ensuring that mentors are fulfilling their roles and responsibilities effectively. It provides insights into the quality of mentorship relationships and helps program coordinators identify areas for improvement. A well-engaged mentor is more likely to have a positive impact on their mentees, facilitating their personal and professional growth.

KNOWLEDGE TRANSFER

Evaluating knowledge transfer is a vital aspect of measuring the impact of the mentoring program. It assesses the extent to which mentees apply the knowledge, insights, and skills they have gained from the program to their professional contexts. This assessment includes:

Application of New Skills and Knowledge: It involves identifying a set of new skills and knowledge that mentees have acquired through their interactions with their mentors. Additionally, it gauges how effectively these newly acquired skills and knowledge are applied in relevant professional contexts.

Knowledge transfer ensures that the mentoring program not only imparts valuable insights but also contributes to mentees' professional development by enabling them to put this knowledge into practice. It showcases the practical benefits and real-world applicability of the program's outcomes, highlighting its impact on mentees' careers and skill development.

PROGRAM RETENTION

Assessing program retention is a critical component of evaluating the mentoring program's overall effectiveness. It involves measuring the percentage of mentees who successfully complete the full mentoring program as initially planned. This metric is essential for several reasons:

Program Commitment: It reflects the level of commitment and engagement among mentees. A high retention rate suggests that mentees are actively involved in the program and are committed to the mentoring relationship.

Program Satisfaction: A high retention rate often indicates that mentees are satisfied with the program's quality and find value in the mentorship experience.

Long-Term Impact: A successful completion of the program means that mentees have had the opportunity to engage in a more extended, meaningful mentorship, potentially leading to more significant long-term benefits and personal growth.

Resource Allocation: Knowing the retention rate helps in resource allocation. If there is a high attrition rate, it may signal the need for program adjustments or additional support to ensure mentee engagement and success.

Data and metrics related to the effectiveness of the mentorship scheme can be found in Table 15 .

Table 15. Performance Metrics for Mentoring Program Evaluation and Performance Control

Task	Description	KPI
Goal achievement	Assess reaching long-term and short-term goals that have been previously set by mentees	<ol style="list-style-type: none"> 1. Percentage of mentees who accomplish their predefined goals within the agreed timeframe; 2. 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

Thus, the comprehensive evaluation of the mentorship program is essential to ensure its effectiveness and to facilitate continuous improvement. The diverse set of performance metrics and indicators outlined in this section allows for a holistic assessment of the program's impact on mentees' personal, academic, and career development. These measures help in identifying strengths and areas for enhancement, ultimately contributing to the program's success and the fulfillment of its objectives. It is through ongoing evaluation and monitoring that the program can adapt to changing needs and continue to provide valuable support to mentees.

3. LEVEL OF SATISFACTION EVALUATION

Level of Satisfaction Evaluation is an important component of the mentorship program designed to gauge the contentment and fulfillment of both mentors and mentees with their respective roles and the overall mentoring experience. This evaluation is instrumental in several ways:

Quality Assurance: By measuring satisfaction levels, the program's managers can ensure that the mentorship scheme aligns with its objectives and delivers a positive and enriching experience for participants. High satisfaction rates are indicative of a well-functioning program.

Continuous Improvement: Gathering feedback on satisfaction provides insights into the program's strengths and areas that may require enhancement. These insights can be invaluable for refining the mentorship process and making it more effective, ensuring that it remains dynamic and responsive to evolving needs.

Stakeholder Engagement: A mentorship program's success heavily relies on the engagement and commitment of mentors and mentees. Assessing their satisfaction can help in maintaining high engagement levels, ensuring that they actively participate in the program and contribute to its goals.

Long-Term Program Viability: High satisfaction among mentors and mentees fosters a sense of belonging and investment in the program. This can be critical for the program's sustainability, as satisfied participants are more likely to continue their involvement in subsequent cycles.

Fulfilling Individual Needs: Level of Satisfaction Evaluation ensures that the program caters to the specific needs and expectations of mentors and mentees. This personalization is essential to guarantee that the program is genuinely supportive of their personal, academic, and career development.

Positive Impact: A mentorship program aims to contribute positively to the personal and professional growth of its participants. High satisfaction levels are a reflection of the program's impact, demonstrating that it is effectively fulfilling its objectives.

Data and metrics related to the Level of Satisfaction Evaluation can be found in Table 16.

Table 16 . Level of Satisfaction Evaluation

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 - 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"> - Employer feedback surveys or questionnaires - Performance evaluations of mentees in the workplace - 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 	<ul style="list-style-type: none"> - Feedback surveys from the administration and program coordinators

	<ul style="list-style-type: none"> - 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"> - Meetings or discussions with key stakeholders - Analysis of program reports and data - Review of student academic records and retention rates
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EVALUATING MENTORS' SATISFACTION

Evaluating mentors' satisfaction is a crucial component in understanding their contentment with their involvement in the mentoring scheme and the roles they play. This assessment encompasses various facets, including their overall level of happiness within the program, the effectiveness of their relationships with mentees, the extent of support and guidance they provide to their mentees, the opportunities for their own professional growth and development, and their overall satisfaction with the training and resources available to mentors.

To ensure a comprehensive evaluation of mentors' satisfaction, a combination of qualitative and quantitative methods is utilized. This includes mentor satisfaction surveys, which provide insights through structured feedback, and individual interviews or focus group discussions to gather in-depth qualitative data. Furthermore, mentor feedback forms or questionnaires serve to quantify satisfaction levels.

An additional aspect of the evaluation involves analyzing mentor engagement and retention rates, which helps in understanding the long-term impact of mentors' satisfaction on their continued participation in the program and its sustainability. This multi-pronged approach facilitates a thorough assessment of mentors' experiences within the mentorship scheme, offering a more profound understanding of their perspectives, needs, and areas where improvements may be necessary.

The template is provided in ANNEX D.

ASSESSING MENTEES' SATISFACTION

Assessing mentees' satisfaction is a pivotal aspect of comprehending their experience within the mentoring scheme. It involves gauging their overall contentment with the program, the quality of guidance and support they have received from their mentors, their progress in achieving learning objectives and goals, the impact of mentoring on their personal and professional development, and the relevance of their mentoring experience to their future careers.

To conduct a thorough evaluation of mentees' satisfaction, a multifaceted approach is employed. This includes mentee satisfaction surveys, which offer structured feedback to quantify their satisfaction levels. Additionally, individual interviews or focus group discussions allow for the collection of qualitative data, offering deeper insights into their experiences.

Mentees may also maintain reflective journals or complete self-assessment forms to provide personal narratives and self-reflections on their mentoring journey. These qualitative inputs can be particularly valuable in understanding the nuances of their satisfaction and development.

Furthermore, the analysis of mentee feedback and program completion rates provides quantitative data that can be examined to ascertain trends and patterns related to satisfaction and retention. This multifaceted assessment approach ensures a comprehensive understanding of mentees' satisfaction and their experiences within the mentorship scheme, facilitating improvements and adjustments where needed.

The template is provided in ANNEX E.

EVALUATING THE SATISFACTION OF EMPLOYERS

Evaluating the satisfaction of employers within the mentoring scheme is crucial to understanding the impact of mentees on their respective workplaces. Employers' satisfaction encompasses various aspects, including their contentment with the performance and progress of mentees, the relevance of the mentoring scheme in preparing mentees for the workplace, the benefits of mentoring in terms of professional skills and knowledge development, the effectiveness of mentees' integration into the organization, and the impact of mentoring on employee retention and job satisfaction.

To comprehensively assess employers' satisfaction, a multifaceted approach is adopted. This includes the use of employer feedback surveys or questionnaires, which provide structured data on their satisfaction levels. Additionally, performance evaluations of mentees in the workplace offer tangible insights into the impact of the mentoring program on job performance and career progression.

Direct communication with employers is also instrumental in obtaining qualitative feedback on mentees' performance and the effectiveness of the mentoring scheme in their organizations. This direct exchange of information helps in understanding the specific needs and expectations of employers.

Furthermore, the analysis of mentees' job performance and career progression provides quantitative data that can be examined to gauge the program's impact on mentees' workplaces. The combination of quantitative and qualitative data allows for a holistic understanding of employers' satisfaction and their perception of the mentees' contributions, thus informing the continuous improvement of the mentoring scheme.

The template is provided in ANNEX F.

EVALUATING THE SATISFACTION OF ADMINISTRATION OF HEI

Assessing the perspectives of the Higher Education Institution's (HEI) administration is important for the effective management and development of the mentoring scheme. This evaluation encompasses various elements, including the effectiveness of the mentoring scheme in achieving its desired outcomes, the overall satisfaction of stakeholders involved in the program, the alignment of the scheme with the institution's goals and objectives, the efficiency of program administration and coordination, and the impact of mentoring on student retention and academic success.

To comprehensively gauge the administration's insights, a multifaceted approach is adopted. Feedback surveys are employed to collect structured data from the administration and program coordinators, helping to measure their satisfaction levels and provide specific feedback on various program aspects.

Meetings or discussions with key stakeholders provide opportunities for direct dialogue, facilitating an in-depth understanding of the administration's perspectives and any recommendations they may have.

In addition, the analysis of program reports and data offers quantitative insights into the program's effectiveness, alignment with institutional objectives, and efficiency of administration and coordination. These reports provide valuable information about the outcomes and impact of the mentoring scheme.

Furthermore, the review of student academic records and retention rates aids in understanding the program's influence on student success and retention. It provides a quantitative basis for assessing the impact of mentoring on academic outcomes.

The combination of quantitative and qualitative data, collected through various methods, allows for a comprehensive evaluation of the administration's viewpoints. This diverse data helps

inform decision-making and ensures the continuous improvement of the mentoring scheme, aligning it with the institution's goals and objectives.

The template is provided in ANNEX G.

METHODS OF EVALUATION

Various methods of evaluation are employed to comprehensively assess the effectiveness and impact of mentoring schemes within higher education institutions. These methods provide valuable insights into the program's performance, stakeholder satisfaction, and alignment with institutional goals. The key methods of evaluation include:

Surveys or Questionnaires: These structured instruments are designed to collect quantitative data from mentors, mentees, employers, and other stakeholders involved in the program. They often include Likert scale questions to measure satisfaction, perceptions, and specific aspects of the program. Open-ended questions allow participants to provide qualitative feedback, elaborating on their experiences and suggestions for improvement. Surveys and questionnaires offer a standardized approach to gather feedback and are useful for tracking changes over time.

Interviews or Focus Group Discussions: In-depth qualitative data is gathered through interviews and focus group discussions with participants in the mentoring scheme. This approach allows for a deeper exploration of their experiences, insights, and suggestions. It's particularly valuable for understanding the nuances of their perspectives, motivations, and challenges. Conducting interviews or focus group discussions provides a platform for stakeholders to express their thoughts, provide context, and offer rich narratives that quantitative methods may not capture.

Performance Evaluations: To assess mentees' progress and development, predefined criteria are used to conduct performance evaluations. These criteria often include learning objectives, competencies, or goals established at the beginning of the mentoring relationship. By comparing the actual progress against these criteria, the effectiveness of the program can be determined. Performance evaluations are especially useful for understanding the impact of mentoring on mentees' academic or career development.

Documentation Analysis: Program administrators and evaluators review various program-related documents, such as program reports, feedback forms, and reflective journals. This analysis provides a means to assess the program's operation, identify trends or patterns, and gather insights into mentors' and mentees' experiences. It offers a retrospective perspective on the program's evolution and areas for improvement.

Direct Communication: Engaging in one-on-one conversations or meetings with mentors, mentees, employers, and program coordinators is a valuable method for gathering real-time feedback and insights. These interactions can reveal immediate concerns, challenges, and opportunities for improvement. Direct communication allows for a more personal and tailored approach to understanding the dynamics of the mentoring relationship.

The combination of these evaluation methods, both quantitative and qualitative, offers a comprehensive understanding of the mentoring scheme's effectiveness, satisfaction levels, and alignment with institutional goals. This multi-faceted approach ensures that the evaluation process captures a broad spectrum of feedback and insights, ultimately contributing to the continuous improvement of the mentoring program within higher education institutions.

The procedure for evaluating mentoring schemes in higher education institutions should be carefully designed to uphold the principles of confidentiality and anonymity. These principles are vital to encourage participants to provide honest and open feedback, ensuring that the evaluation process is constructive and unbiased. To achieve this, specific steps should be taken:

1. Confidentiality: Mentors, mentees, employers, and other stakeholders need assurance that their responses and feedback will be kept confidential. This confidence in privacy is critical

to elicit candid opinions, as participants may have concerns about potential consequences or judgments associated with their feedback. The procedure should explicitly state that responses will not be linked to individuals and will be aggregated to maintain anonymity.

2. Anonymity: Anonymity is another essential component of the evaluation process. Ensuring that responses are truly anonymous is key to eliminating any apprehension on the part of the participants. Anonymity allows them to express their thoughts without fear of repercussions. The procedure should clarify how this will be achieved, such as by using unique identification codes or by employing a third-party entity to collect and analyze the data.

3. Regular Monitoring: The evaluation procedure should incorporate a system for ongoing monitoring. This includes the collection and review of feedback at predetermined intervals throughout the mentoring scheme. Regular monitoring helps in identifying areas for improvement promptly, thus ensuring that necessary adjustments can be made. It also sends a message to participants that their input is valued and acted upon.

4. Follow-Up: Follow-up actions are integral to the evaluation process. Once feedback has been collected and analyzed, the procedure should specify how and when results will be communicated to the relevant stakeholders. It should also outline the steps taken to address any issues or concerns raised during the evaluation. Follow-up may involve revising program elements, providing additional support or resources, or offering targeted training to mentors and mentees based on the feedback received.

Overall, the procedure for evaluating mentoring schemes should prioritize confidentiality, anonymity, regular monitoring, and follow-up. These principles create a safe and constructive environment for participants to share their perspectives and help ensure that the mentoring program evolves and meets its objectives effectively. In doing so, the program can maintain its quality and make a positive impact on the development and success of its participants.

7. SUMMARY

The "Teaching Guideline" is a comprehensive manual crafted by a team of seasoned academic staff and teachers with extensive experience in both formal and non-formal education settings. The authors, who have dedicated years to teaching at universities, bring a wealth of knowledge in disciplines, didactic material preparation, research, student support, and educational consulting.

This manual arises from the initiation of Tutoring and Mentoring Centers (T&M centers) as part of the broader project, "Promoting Professional Education and Student Engagement through a Comprehensive Mentoring and Tutoring System at HEIs" (PROMENT), funded by EU. University studies are acknowledged for their complexity, diverse academic challenges, and individual student needs, providing a fertile ground for knowledge development. In this context, tutoring and mentoring emerge as pivotal tools fostering educational goals and personal student development.

Within universities, tutoring and mentoring act as catalysts for academic and social growth, aiding students in navigating complex problems, offering support, and providing mentorship on their academic and career journeys. The manual delves into the significance and advantages of tutoring and mentoring, offering recommendations and strategies for effective implementation in the university setting.

By delving into the principles of tutoring and mentoring, readers gain insights to enhance the learning process and contribute to the success of both students and academics. Understanding individualized approaches to students creates a conducive climate for academic growth and development.

Drawing from the best practices of tutoring/mentoring across leading European higher education institutions, such as the University of Perugia, Vienna University of Technology, University of Aveiro, and Silesian University of Technology, this manual encompasses an overview of the T&M program, IT-platform details, an introduction to the psychology of mentor-mentee relations, and a description of 12 mentoring schemes. These include an introductory section, an overview, a toolkit for each mentoring scheme, and guidelines for quality assurance and performance control.

Designed for teachers, students, and employers engaged in tutoring and mentoring centers, this manual opens doors to utilizing crucial pedagogical tools for elevating the quality of higher education and shaping future leadership. It serves as a valuable resource for discovering opportunities and implementing effective practices in mentoring and tutoring within the university context.

The incorporation of a mentoring and tutoring framework within the university serves as a pivotal and strategic initiative aimed at enhancing the overall learning experiences of students while concurrently nurturing their personal and professional growth. The significance of mentoring and tutoring transcends the boundaries of academic curricula, assuming a pivotal role in cultivating a thriving educational milieu and contributing substantively to the university's ongoing evolution.

Mentorship unfolds as a dynamic platform offering students a distinctive opportunity to glean invaluable insights and experiences from seasoned professionals within their chosen field of study. This bespoke system delivers personalized guidance, concentrating on the cultivation of professional skills, adaptation to the dynamic requisites of the job market, and the proactive stimulation of sustained career advancement. Consequently, students not only amass an in-depth

comprehension of their chosen discipline but also acquire a repertoire of specific skills poised to fortify their future trajectories.

Tutoring, as a complementary component, constitutes an instructional paradigm underpinned by active student engagement with the course material. Tutors emerge as central figures in aiding students to surmount academic challenges, nurturing critical thinking faculties, and fostering an ethos of self-reliance. This pedagogical approach not only augments the absorption of academic content but also instills problem-solving competencies indispensable in navigating the complexities of contemporary society.

The amalgamation of mentoring and tutoring mechanisms imbues the university landscape with an educational ecosystem characterized by unwavering support and inspiration. This innovative system not only elevates the caliber of education dispensed but also bolsters the university's appeal to prospective students and collaborative partners alike. The proactive cultivation of students' personal and professional attributes through the dynamic interplay of mentoring and tutoring positions the university as a crucible for producing graduates who are not only academically adept but also primed to confront and surmount the multifaceted challenges pervasive in the modern milieu.

In essence, the symbiotic integration of mentoring and tutoring within the university fabric not only amplifies the educational journey of students but also fortifies the institution's standing as a bastion of holistic development. As the university endeavors to shape the minds and skill sets of future leaders, the strategic embrace of mentoring and tutoring emerges as an indomitable force propelling both individual success stories and the overarching trajectory of the university towards sustained excellence.

This Guideline provides a comprehensive overview of the Tutoring and Mentoring (T&M) Program, introducing its implementation in partner universities across Ukraine and Georgia. The primary goal is to enhance students' employability through the development of professional competencies and the promotion of civic engagement. The program operates through a structured system of training and mentoring, supported by an integrated set of methods, algorithms, and procedures, along with a dedicated IT platform.

Mentoring is portrayed as a process where experienced individuals (mentors) offer support, advice, and shared experiences to less experienced individuals (mentees) to help them achieve personal, professional, or academic goals. The goals of mentoring include academic improvement, leadership development, career preparation, and overall well-being. Mentors fulfill functions such as providing advice, sharing experiences, offering constructive feedback, and contributing to mentees' holistic development.

Tutoring, in contrast, involves more experienced individuals (tutors) providing academic support to help students understand complex materials, excel in exams, and acquire new knowledge. The primary goal is to enhance students' academic performance, promote subject-specific growth, and foster independent learning skills. Tutors perform functions such as providing additional explanations, assisting with problem-solving, and stimulating critical thinking.

The narrative emphasizes the complementary nature of mentoring and tutoring, creating a comprehensive approach to learning that offers both academic and personal support. The program incorporates various mentoring and tutoring schemes, addressing the diverse needs of students. These include mentoring for first-year students, mentoring for students with disabilities, internationalization mentoring, and mentoring in specialized fields such as the startup industry or the green deal.

Key arguments underscore the importance of not replacing the educational program with mentoring and tutoring but rather complementing it. The university curriculum provides a broad knowledge and skills base, while mentoring and tutoring programs focus on individual needs, offering in-depth exploration of specific topics and personal development. The programs also

provide opportunities for real-world learning, internships, and workshops, complementing theoretical knowledge with practical experiences.

The T&M centers address the needs and requests of applicants, including targeted orientation to future professions, development of professional competencies, adaptation to future workplaces, education emphasizing legal respect and anti-corruption values, psychological support, and assistance in career guidance, employment, internships, and professional test preparation.

The target groups for T&M centers encompass university students, particularly future graduates seeking their first job and looking to improve their professional skills. The program addresses specific needs, including academic recognition of women's competencies, adaptation and civic engagement of students with disabilities, foreign students, and refugees from occupied regions. Additionally, the program addresses the continuous need for the professional development of university academic staff.

The challenges faced by first-year students in social adaptation to the university environment are highlighted, particularly for those with disabilities, displaced individuals, and international students. The section underscores the importance of promoting inclusive education, equality, justice, non-discrimination, and civic engagement in this context.

The role of the T&M program extends to addressing the rapid digitalization of the educational process, necessitating the introduction of innovative teaching and learning methods. Collaboration with industrial partners is identified as a crucial aspect, as universities seek closer ties with the business sector to provide quality education for employment. The need for timely implementation of new approaches to graduate competencies, especially in the post-COVID and martial law era, is emphasized.

The section outlines the ambitions of the tutoring/mentoring program, aiming to motivate students to acquire necessary knowledge and skills, provide comprehensive support for professional practical training, and establish mutually beneficial cooperation between mentors and mentees. The values of cooperation between students and their tutors and mentors, such as stability, mutual understanding, equality, respect, and communication skills, are detailed.

The principles of mentor-mentee work, including trust, mutual respect, purposefulness, individual approach, skills development, advice, and constructive feedback, support and motivation, joint learning, temporal regularity, and shared responsibility, serve as the foundation for effective support and development of university students.

University tutoring principles are presented, focusing on academic support, individual approach, active learning, support for independent learning, advice, constructive feedback, practical exercises, flexibility, collaboration with teachers, progress monitoring, and supporting student self-determination. These principles ensure quality academic support for university students, contributing to their learning and personal development.

The Guideline introduces counseling and coaching methods within the work of tutoring/mentoring centers, distinguishing between a consultant, a coach, and a mentor. Criteria for matching mentors and mentees are discussed, emphasizing shared values, leadership philosophy, a desire for learning and development, career aspirations, compatibility, and a commitment to making a career in a specific field.

The diverse forms of mentor-mentee interaction, such as individual work, group work, classroom work, remote work, regular schedules, flexible schedules based on desires and needs, and systematic meetings, are outlined. The importance of systematic communication through various channels like Telegram, Viber, WhatsApp, and email is highlighted.

The Guideline concludes by underlining the significance of implementing tutoring and mentoring practices in universities, drawing from national and international experiences. The project team strongly understands the need for continuous professional development, technology

transfer from leading EU universities, and the analysis and scaling up of best practices to maximize social impact. Universities are urged to respond promptly to the evolving educational landscape, ensuring the quality of educational services through innovative practices like tutoring and mentoring.

Teaching methods play a crucial role in the effectiveness of mentoring, serving as a foundation for the growth of confident and experienced professionals across diverse fields of knowledge. The success of the collaboration between a mentor and a mentee hinges on the methodologically justified selection of teaching methods. These methods encompass various ways, approaches, and strategies employed by mentors and mentees when engaging with active participants in an educational setting.

The choice of teaching methods is contingent upon the intended goal, the anticipated outcome, and the awareness of the skills targeted for formation and development, thereby motivating subsequent activities. Typologies of teaching methods in mentoring include categorization based on the form of material presentation, the degree of student involvement, the level of cognitive activity, critical thinking abilities, problem-solving approaches, and the development of information and media literacy.

The adoption of interactive and active teaching methods is pivotal in the mentoring process. These methods not only enhance engagement and collaboration but also contribute significantly to the professional and personal growth of mentees and tutors. The diversity and flexibility of these methods cater to the evolving needs of educational environments, ensuring a dynamic and effective mentoring experience. Traditionally, passive teaching methods such as lectures, mini-lectures, stories, and conversations have been conventional. However, the contemporary landscape underscores the crucial role of active and interactive methods in mentoring, fostering the professional growth and motivation of both mentees and tutors.

Interactive methods have become integral to modern mentoring practices. Some of these methods, according to Olena Pometun's methodology, include Openwork Saw, Aquarium, Active Listening, Questionnaire-Gazette, Continuous Scale of Opinions, Blitz Discussion, Mutual Learning, Business Cards, and many more. These methods promote engagement, collaboration, and a dynamic learning environment, facilitating effective communication between mentors and mentees.

One prominent interactive method is Brainstorming, a technique for generating a myriad of ideas and facts. It encourages the free flow of creative thoughts and can be employed at the initial stages of work to orient the group or to delve into problem-solving during the process. The World Cafe method, designed by J. Brown and D. Isaacs, is employed for large group discussions on complex issues, providing a platform for information exchange and the exploration of diverse opinions.

The Case Study method stands out as a primary teaching approach during practical classes and training. It involves active problem-situational analysis, allowing participants to learn through solving specific tasks presented in the form of case studies. The step-by-step algorithm for working with a case includes individual analysis, small group discussions, problem formulation, hypothesis generation, testing hypotheses, solution presentation, public presentation, and group discussion.

Interactive methods extend to the realm of media literacy development, particularly for trainers and mentors focusing on media education and critical information consumption skills. Methods encompass selection and search of information, systematization and ranking of information, development of analytical thinking, skills in evaluating and decoding information, promotion of tolerance, media hygiene, fact-checking, and information verification.

The comprehensive analysis of implementing an online mentoring platform represents a pivotal aspect of modern university education and development systems. This technological innovation has become an integral part of the structure of the University Tutoring and Mentoring Center, providing effective support tools and automation of operational processes.

The online platform is designed with a modular structure to ensure high efficiency, scalability, and ease of maintenance. Its key modules include user management, mentoring and tutoring group formation, online communication, event planning, resource management, activity tracking, reporting and analytics, as well as training and user support.

The architecture of the platform is organized on a three-tier system, comprising a database server, a web server, and the user interface. The core of the platform, the database, stores and processes information about mentoring programs, their participants, and related activities. The web server functions as a server application, handling user requests and providing various services to support and maintain mentoring programs. The user interface allows users to interact with the platform through a web browser, enabling data input and retrieval from the database, and utilizing all the platform's functionalities.

The primary goal of the online platform is to support the mentoring system and automate the processes of the University Tutoring and Mentoring Center. This encompasses aspects such as informing and presenting mentoring programs to the public, aiding in the registration and provision of resources for mentors and tutors, supporting the creation, functioning, and assistance of tutoring and mentoring groups, as well as providing assistance in planning and conducting various events and sessions.

The platform is organized on a modular principle, ensuring flexibility and ease of modification. Each module performs specific functions while interacting with other modules to ensure the unified and efficient operation of the system. This allows users to utilize the platform's functionality in the most effective way according to their needs and tasks.

The architecture of the platform follows a three-tier system, where the database serves as the primary element for storing and processing data. The web server processes requests and provides services, while the user interface ensures accessibility for users to interact with the platform.

The use of cloud technologies for hosting the platform ensures scalability and easy accessibility. This is crucial for universities seeking to ensure stable and accessible operation of the system for all users. Additionally, the platform is designed with the principles of user-friendliness and accessibility for people with disabilities, highlighting its inclusive nature.

The use cases for the platform encompass various scenarios covering the entire spectrum of functionality. This includes an overview and presentation of the platform, contextual assistance and training on how to use the platform, registration of a Tutoring and Mentoring Center for the university, registration and visualization of mentoring programs, mentor/tutor and mentee/tutee account creation, creating applications for mentors/tutors and mentees/tutees, matching applications of mentors and mentees, generating individual programs for mentoring groups, supporting mentoring group sessions, analysis and reporting, and general administration of the platform.

The schemes for each mentoring\tutoring programs are unified, consisting of 2 parts. In the introductory section of each mentoring program, a foundational overview is provided to set the stage for mentors and mentees to comprehend their roles and expectations. This section encompasses:

- Defining the initial conditions, where the relevance of the program is explored along with characteristics of the target audience. This includes their needs, requests, problematic aspects, and risks influenced by socio-economic and psychological factors, cultural traditions, and the environment. Aspirations, goals, and prospects of the audience are also considered.
- Presenting the vision of the target audience after participating in mentoring, offering a global perspective on their future without delving into specific skills, abilities, or knowledge.

- Articulating the ambitions of mentoring, serving as the rationale for its existence and determining its impact on the target audience. It reflects how the envisioned future state is achieved through the application of the mentoring scheme.
 - Outlining values as fundamental principles guiding the program.
 - Defining the aim of mentor/mentee cooperation with a specific target audience, outlining goals and the final results to be achieved through mentoring.
 - Describing methods, including mentor and tutor engagement, principles and approaches of involvement, mentee/tutee selection, and interaction principles. It covers ways of organizing communications, methods of influence and transformation (training, coaching, facilitation, motivation, personal support, counseling, mentoring, etc.).
 - Discussing approaches to mentor-mentee and tutor-tutee interactions, including techniques used, such as group or individual work, classroom or remote settings, and systematic versus episodic approaches.

The second part of each scheme, "Model of the Mentoring/Tutoring Scheme," includes:

- Algorithms for selecting mentors/tutors and mentees/tutees, detailed in a structured form like flowcharts.
- Procedures involving information about the organization of mentor-mentee and tutor-tutee interactions, quality monitoring, performance control, and satisfaction evaluation based on predefined criteria.
- Descriptions of forms of work, detailing applied forms such as joint projects, internships, consultations, presentations, and discussions.
- Information support, discussing characteristics of information sources about potential mentors/tutors and mentees/tutees, including databases or registers and associated software.
- Resource provision, covering information about specialized classrooms, equipment, software, and qualified personnel for organizing and implementing mentor-mentee/tutor-tutee interactions.
- Regulations, including internal regulations of the higher education institution regarding mentoring/tutoring procedures and standards.
- Methodological support, encompassing manuals, guides, advisors, and methodical instructions that describe methodical and applied aspects of implementing mentoring/tutoring in higher education institutions.
- Infrastructural support for mentoring/tutoring in higher education institutions, involving structural units that support the process and their information support.
- Psychological support for mentoring/tutoring in higher education institutions, addressing the psychological portrait of the target audience, risks, potential psychological problems, methods of identification and mitigation, and periodic monitoring.

Common methodological foundations of mentoring/tutoring schemes include:

- Values and Principles: Establishing shared vision and values as the basis for further work.
- Quality Monitoring, Performance Control, and Satisfaction Evaluation: Detailed in Chapter 6 of this guideline, focusing on quality assurance and performance control.
- Information about IT-Platform: Describing an IT platform with user registration, matching algorithm, search and filtering, communication tools, scheduling, progress tracking, resource sharing, analytics, and reporting, security and privacy measures, and a mobile-friendly interface.
- Qualified Personnel: Highlighting the importance of a team of qualified personnel, including a mentoring coordinator, program managers, technical expert, and trainers/facilitators.

- Regulation for Implementing the Mentoring Program within the University: Outlining objectives, program administration, mentor selection criteria, competencies for mentees, mentee enrollment, mentoring process and activities, evaluation and quality assurance, confidentiality and ethics, grievance and conflict resolution, and resource access guidelines.

The introductory sections of 12 mentoring schemes cover specific aspects tailored to each scheme, fostering a structured, effective, and supportive mentorship environment.

Thus, Mentorship in PROMENT contexts serves as a crucial tool for development, fostering both personal and professional growth among participants. It revolves around relationships between an experienced mentor and an individual seeking to advance in a specific field.

The primary aim of mentorship is to provide guidance, support, and insights not always available in formal educational or professional settings. Mentors, typically possessing rich experience in their respective fields, impart valuable knowledge and assist their mentees in developing key skills.

A significant aspect of extracurricular mentorship involves building trust between the mentor and the mentee. This fosters open communication, enhances effective knowledge exchange, and aids in solving professional challenges. Mentorship in a professional context also contributes to expanding the professional network of the mentee. Mentors, with their extensive connections and experience, can offer support in establishing links with other professionals, often a crucial element in career advancement.

One key principle of extracurricular mentorship is flexibility. Unlike formal programs, extracurricular mentorship can be more adaptive and tailored to the specific needs of the mentee. This allows for more effective responses to changing circumstances and goals. In summary, mentorship provides a valuable platform for personal and professional growth. It is a mutually beneficial partnership where experience and knowledge are passed from one generation of professionals to another, contributing to the unique professional journey of each individual.

Template: Mentorship Scheme Self-Report Survey for Mentors

To assess and enhance the quality of mentorship, please answer the following questions. Your feedback is highly valuable to us.

1. **Please specify the percentage of time you devoted to meetings and interactions with your mentees throughout the mentorship scheme (in percentage).**
 - Less than 25%
 - 25% to 50%
 - 50% to 75%
 - More than 75%
2. **Rate your satisfaction with your ability to inspire and motivate your mentees.**
 - Very Low
 - Low
 - Average
 - High
 - Very High
3. **How often did you have meetings with your mentees to discuss their academic and professional goals?**
 - Rarely
 - Occasionally
 - Frequently
 - Very Frequently
4. **Evaluate the effectiveness of your communication skills in interacting with your mentees.**
 - Very Ineffective
 - Ineffective
 - Average
 - Effective
 - Very Effective
5. **How do you assess your ability to adapt your mentoring style to the needs and learning styles of your mentees?**
 - Very Low
 - Low
 - Average
 - High
 - Very High
6. **Rate your ability to provide information and resources for the development of your mentees' skills.**
 - Very Ineffective
 - Ineffective
 - Average
 - Effective
 - Very Effective
7. **Rate your ability to help mentees set and achieve their goals.**
 - Very Low
 - Low

- Average
 - High
 - Very High
8. **How often did you provide feedback and support to your mentees during their educational journey?**
- Rarely
 - Occasionally
 - Frequently
 - Very Frequently
9. **Rate your ability to assist mentees in problem-solving and overcoming challenges.**
- Very Low
 - Low
 - Average
 - High
 - Very High
10. **What is your level of satisfaction with the overall impact of your mentorship on the success of your mentees?**
- Very Low
 - Low
 - Average
 - High
 - Very High
11. **Please provide any comments or recommendations for improving the mentorship scheme.**

We appreciate your participation in this survey and value your input. Your responses will help us enhance the quality of mentorship in our program.

ANNEX B

Template: Mentorship Scheme Self-Report Survey for Mentees

To assess and enhance the quality of your mentorship experience and self-improvement, please answer the following questions. Your feedback is highly valuable to us.

- 1. Please rate your level of engagement and commitment to self-improvement throughout the mentorship scheme.**
 - Very Low
 - Low
 - Moderate
 - High
 - Very High
- 2. Rate your satisfaction with your ability to set clear goals and objectives for self-improvement during the mentorship scheme.**
 - Very Dissatisfied
 - Dissatisfied
 - Neutral
 - Satisfied
 - Very Satisfied
- 3. Evaluate your level of self-discipline and the extent to which you have worked consistently towards your self-improvement goals.**
 - Very Inconsistent
 - Inconsistent
 - Moderately Consistent
 - Consistent
 - Very Consistent
- 4. Rate your ability to adapt to feedback and guidance provided by your mentor in order to enhance your personal and professional development.**
 - Very Ineffective
 - Ineffective
 - Average
 - Effective
 - Very Effective
- 5. How well have you managed your time and resources to ensure continuous self-improvement during the mentorship scheme?**
 - Very Poorly
 - Poorly
 - Moderately Well
 - Well
 - Exceptionally Well
- 6. Evaluate your ability to seek additional resources and support beyond what your mentor provides to facilitate your self-improvement.**
 - Very Ineffective
 - Ineffective
 - Average
 - Effective
 - Very Effective

- 7. Rate the extent to which you have demonstrated resilience and the ability to overcome obstacles and challenges in your self-improvement journey.**
 - Very Limited
 - Limited
 - Moderate
 - High
 - Very High
- 8. How do you assess the overall impact of your mentorship experience on your personal and professional self-improvement?**
 - Very Low
 - Low
 - Average
 - High
 - Very High
- 9. Please provide any comments or recommendations regarding your self-improvement journey and how the mentorship scheme has contributed to it.**

We appreciate your participation in this survey and value your input. Your responses will help us enhance the quality of mentorship and self-improvement in our program.

Template: Mentor's Report Structure:

1. Introduction:

- Introduction to the mentee(s) and the mentorship relationship.
- Purpose and objectives of the mentorship.

2. Goals and Objectives:

- Clear articulation of mentee goals and objectives.
- Alignment with the mentorship program's goals.
- Specific and measurable outcomes expected.

3. Mentee Progress:

- Evaluation of the mentee's progress towards set goals.
- Milestones reached and achievements noted.
- Challenges encountered in achieving the goals.

4. Mentor-Mentee Interactions:

- Frequency and nature of mentor-mentee interactions.
- Communication methods used (e.g., meetings, emails, phone calls).
- Any notable discussions or decisions made during interactions.

5. Feedback and Suggestions:

- Constructive feedback provided to the mentee(s).
- Areas for improvement highlighted.
- Specific and actionable suggestions for development.

6. Challenges and Solutions:

- Identification of challenges faced during the mentorship.
- Strategies or solutions employed to overcome challenges.
- Lessons learned from addressing these challenges.

7. Milestones and Achievements:

- Listing of significant milestones or achievements reached by the mentee(s).
- Impact of these achievements on personal and professional growth.
- Recognition of dedication and hard work.

8. Personal Development:

- Assessment of the mentee's personal development.
- How the mentorship contributed to personal growth.
- Development of soft skills (e.g., communication, leadership).

9. Professional Development:

- Evaluation of the mentee's professional growth.
- Gains in industry-specific knowledge and skills.
- Career development progress.

10. Future Goals and Plans:

- Discussion of the mentee's future goals.
- Plans and strategies for achieving these goals.
- How the mentorship will continue to support these goals.

11. Evaluation of Mentorship Experience:

- Reflection on the overall mentorship experience.
- What worked well and what could be improved.
- Insights gained from the mentorship relationship.

12. Program Impact:

- Assessment of the overall impact of the mentorship program.

- How the program contributed to the mentee's development.
- The role of mentorship in achieving program objectives.

13. Professional Networking:

- Mentee's involvement in professional networks.
- Benefits of networking and connections made.
- How networking has aided professional growth.

14. Resources and Support:

- Utilization of resources provided by the mentorship program.
- Support received from the program coordinators or administration.
- How resources and support enhanced the mentorship.

15. Adherence to Mentorship Agreement:

- Review of the mentorship agreement and its compliance.
- How the mentorship aligns with the initial agreement.
- Any modifications made to the agreement during the mentorship.

16. Conclusion:

- Summarization of the mentorship experience.
- Final thoughts and reflections on the mentee's progress and the mentorship process.

17. Recommendations:

- Any additional recommendations for the mentee's future development.
- Suggestions for the mentorship program or future mentor-

Appendices: Any supporting documents, such as meeting agendas, action plans, or reference materials.

ANNEX D

Template: Mentor Satisfaction Survey

Please rate the following aspects of the mentoring scheme on a scale of 1 to 5, with 1 being "Very Dissatisfied" and 5 being "Very Satisfied." Feel free to provide additional comments in the text boxes where needed.

1. Overall Satisfaction

- How satisfied are you with your overall experience as a mentor in this program?
- Please provide specific reasons for your satisfaction or dissatisfaction.

2. Mentor-Mentee Relationships

- To what extent do you feel your mentor-mentee relationships have been effective?
- Please share any specific instances that highlight the effectiveness or challenges in your mentor-mentee relationships.

3. Support and Guidance

- How satisfied are you with the level of support and guidance you have been able to provide to your mentees?
- In what ways do you think you can enhance your support and guidance for your mentees?
- Please describe any successful support strategies you've used.

4. Professional Growth

- Have you seen opportunities for your own professional growth and development through your role as a mentor?
- Please describe any specific examples or instances where you've experienced professional growth.

5. Mentor Training

- How satisfied are you with the training and resources provided to you as a mentor?
- Were the training materials and sessions helpful in preparing you for your role?
- What additional training or resources do you think would be beneficial?

6. Mentor-Mentee Matching

- Were you satisfied with the matching process that paired you with your mentees?
- Were your mentees aligned with your areas of expertise and experience?

7. Communication

- How effective was the communication between you and your mentees?
- Were you able to maintain regular and meaningful communication with them?
- Can you share examples of successful communication strategies that you've used with your mentees?

8. Goal Setting and Achievement

- Did you help your mentees set and achieve their learning objectives and goals effectively?
- Please provide specific instances where you helped your mentees achieve their goals.

9. Program Resources

- Did you find the available resources, such as handbooks, guides, or online materials, helpful in your role as a mentor?
- Are there any additional resources you believe would be beneficial?

10. Challenges and Improvements

- Were there any challenges or areas where you believe the mentoring scheme can be improved?

- Please provide suggestions for making the program even better.

11. Program Impact

- How do you think the mentoring program has impacted the development of your mentees?
- Have you witnessed positive changes in your mentees' personal or professional lives?

12. Recommendations

- Would you recommend being a mentor in this program to your colleagues or peers?
- Please explain your recommendation.

13. Additional Comments

- Do you have any other comments, feedback, or insights you'd like to share regarding your experience as a mentor in this program?

Your feedback is essential in helping us improve our mentoring scheme. Thank you for your participation.

Template: Mentee Satisfaction Survey

Please evaluate your mentee experience using a scale of 1 to 5, where 1 indicates "Very Dissatisfied," and 5 signifies "Very Satisfied." In addition to ratings, there are open-ended questions where you can provide specific feedback.

1. Overall Satisfaction

- Rate your overall satisfaction with your experience as a mentee in this program.
- Share the key factors contributing to your satisfaction or dissatisfaction.

2. Quality of Mentorship

- How do you rate the quality of mentorship you've received?
- Provide examples of mentorship moments that had a significant impact on your development.

3. Progress Towards Goals

- To what extent have you progressed in achieving your learning objectives and goals with your mentor's guidance?
- Share specific accomplishments or milestones you've reached during the program.

4. Personal and Professional Impact

- Describe how this mentoring program has impacted your personal and professional growth.
- Share insights, skills, or changes you've observed in yourself.

5. Relevance to Future Career

- In what ways do you believe this mentoring experience is relevant to your future career goals?
- Explain how it aligns with your career aspirations and plans.

6. Mentor-Mentee Compatibility

- Were you content with the mentor-mentee matching process that assigned you to your mentor?
- Elaborate on how your mentor was aligned with your objectives and goals.

7. Effective Communication

- Rate the effectiveness of communication between you and your mentor.
- Describe your communication experiences and whether they met your expectations.

8. Goal Setting and Achievement

- Share your experience in setting and achieving learning objectives and goals with your mentor.
- Give specific examples of goals you've reached with your mentor's support.

9. Resources Utilization

- How did you find the available program resources (e.g., handbooks, online materials)?
- Are there other resources you believe could enhance your experience?

10. Challenges and Recommendations

- Did you face any challenges during the program? How can the mentoring scheme be improved?
- Share your suggestions for enhancing the program based on your experience.

11. Program's Influence

- Reflect on the impact of the mentoring program on your personal and professional development.
- Highlight any positive changes or growth you've encountered.

12. Would You Recommend?

- Would you recommend this mentoring program to your peers or colleagues?
- Explain the reasons for your recommendation.

13. Additional Comments

- If you have any other comments, feedback, or insights about your experience as a mentee, please share them here.

We appreciate your input, which will help us enhance our mentoring program. Thank you for participating.

Template: Employer Feedback Survey

We appreciate your feedback regarding your experience with mentees who have participated in our mentoring program. Please provide your ratings on a scale of 1 to 5, with 1 being "Very Dissatisfied" and 5 indicating "Very Satisfied." In addition to ratings, there are open-ended questions where you can provide specific feedback.

1. Satisfaction with Mentees' Performance

- Rate your overall satisfaction with the performance of mentees you've worked with.
- Please provide specific examples or instances that led to your satisfaction or dissatisfaction.

2. Relevance to Workplace Preparation

- How relevant and effective do you believe the mentoring scheme is in preparing mentees for the workplace?
- Share any observations or insights about how well the program aligns with workplace needs.

3. Benefits of Mentoring

- Describe the benefits you've observed regarding the professional skills and knowledge development of mentees.
- Share examples of how mentees have improved their skills during the program.

4. Effectiveness of Integration

- Rate the effectiveness of mentees' integration into your organization.
- Describe the extent to which they seamlessly adapted to the workplace environment.

5. Impact on Employee Retention

- To what extent do you believe the mentoring program has influenced employee retention within your organization?
- Provide insights into whether you've seen an increase in job satisfaction and retention rates.

6. Mentee Development

- Rate your overall perception of the personal and professional development of mentees.
- Provide specific examples of growth or changes you've witnessed in mentees.

7. Strengths and Improvements

- Highlight the strengths and successful aspects of the mentoring program.
- Suggest areas where the program could be enhanced for better results.

8. Program's Alignment

- Assess the alignment of the mentoring program with your organization's objectives and goals.
- Comment on the efficiency of the program's coordination.

9. Would You Recommend?

- Would you recommend our mentoring program to other employers or organizations?
- Elaborate on your recommendation, providing reasons or areas of improvement.

10. Additional Comments

- If you have any other comments, insights, or suggestions regarding the mentoring program or your experiences with mentees, please share them here.

We highly value your feedback, which will help us further improve our mentoring program. Thank you for taking the time to participate.

Template: Survey for program coordinators and administration

We highly value your feedback regarding your experience with our mentoring program. Please rate your satisfaction on a scale of 1 to 5, where 1 represents "Very Dissatisfied" and 5 represents "Very Satisfied." Additionally, you have the opportunity to provide detailed feedback through open-ended questions.

Effectiveness of the Mentoring Scheme

- Please rate the overall effectiveness of our mentoring scheme in achieving the desired outcomes.
- Provide specific examples or key achievements that contribute to your rating.

Satisfaction of Stakeholders

- Rate the overall satisfaction of stakeholders involved in the program, including mentors, mentees, and employers.
- Share any notable instances or feedback contributing to your rating.

Alignment with Institution's Goals

- Assess the alignment of the mentoring program with the goals and objectives of our institution.
- Offer insights into areas where alignment has been particularly strong or where improvements are needed.

Program Administration Efficiency

- Rate the efficiency of program administration and coordination.
- Share specific examples of how the program's administration has contributed to its efficiency or areas for improvement.

Impact on Student Retention and Academic Success

- Evaluate the impact of mentoring on student retention and academic success.
- Provide data or observations to support your evaluation.

Strengths and Areas for Improvement

- Highlight the strengths and successful aspects of the mentoring program.
- Suggest areas where the program could be improved or enhanced.

Recommendation

- Would you recommend our mentoring program to other educational institutions or organizations?
- Elaborate on your recommendation, including reasons or any areas for improvement.

Communication and Feedback Mechanisms

- Rate the effectiveness of communication and feedback mechanisms within the mentoring program.
- Describe any improvements in communication that could enhance the program.

Evaluation Metrics and Data Analysis

- Assess the adequacy of metrics and data analysis used to evaluate the program's effectiveness.
- Provide suggestions for additional metrics or changes to existing data analysis methods.

Professional Development Opportunities

- Rate the opportunities for professional development provided to mentors and program coordinators.
- Share examples of how these opportunities have been beneficial or areas for growth.

Innovation and Adaptability

- Evaluate the program's innovation and adaptability in response to changing needs.
- Describe instances where innovation or adaptability have positively influenced the program.

Mentor and Mentee Matching

- Rate the effectiveness of mentor and mentee matching in the program.
- Provide examples of successful matches or areas where improvements are needed.

Resource Allocation

- Assess the allocation of resources for mentors and mentees.
- Suggest changes or areas where additional resources are required.

Diversity and Inclusivity

- Rate the program's efforts in promoting diversity and inclusivity.
- Share examples or initiatives that have been effective or where improvements are needed.

Program Documentation

- Evaluate the documentation of the mentoring program.
- Suggest improvements or changes in documenting program activities and achievements.

Mentee Progress Tracking

- Assess the methods for tracking mentee progress.
- Share instances where progress tracking has been beneficial or suggest new tracking methods.

Goal Setting and Evaluation

- Rate the effectiveness of goal setting and evaluation processes in the program.
- Provide examples of effective goal setting and areas for enhancement.

Integration with Curriculum

- Assess the integration of mentoring into the academic curriculum.
- Share observations on how well this integration supports students' academic goals.

Measuring Student Engagement

- Rate the mechanisms for measuring and enhancing student engagement in the program.
- Provide suggestions for improved engagement tracking.

Future Opportunities

- Share ideas for future opportunities and enhancements to the mentoring program.
- Include any visionary or forward-looking recommendations for the program.

Feedback on Program Materials

- Provide feedback on the materials, resources, and guidelines used in the program.
- Suggest changes or improvements to these materials.

Recognition and Incentives

- Rate the recognition and incentives provided to mentors, mentees, and stakeholders.
- Share ideas for more effective recognition strategies.

Evaluation and Surveys

- Rate the surveys and evaluation mechanisms used in the program.
- Suggest changes to survey instruments or improvements in the evaluation process.

Reporting and Communication

- Assess the effectiveness of reporting and communication systems.
- Suggest improvements in reporting methods and information dissemination.

Additional Comments

- If you have any further comments, insights, or suggestions related to the mentoring program or your experience as an administrator or coordinator, please share them here.

Your feedback is highly valuable in enhancing our mentoring program. We appreciate your participation. Thank you.