



## MENTORING/TUTORING SCHEME (METHODOLOGY AND COMPONENTS)

### YOUNG TEACHER MENTORING

#### METHODOLOGICAL BASE AND PREREQUISITES

1. **Initial conditions.** *Relevance of the scheme. 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 (suggested maximum volume – 250 words).*

**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.** *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). Please indicate in the format "As a result of the application of the mentoring / tutoring scheme, the mentee/tutee will....become....achieve...realize themselves as professionals and individuals." (suggested max. volume – 1-2 sentences).*

**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.** *This is the reason for the existence of mentoring / tutoring, which determines its impact on the target audience, the mentee / tutor. Reflects how the future desired state specified in the vision is achieved as a result of the application of the mentoring / tutoring scheme (suggested maximum volume – 1-2 sentences).*

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

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.** *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 (suggested maximum volume – 1-2 sentences).*

**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.** *What techniques will be used: group or individual work, classroom or remote, systematic - episodic, according to the established schedule or according to request and need (the suggested maximum volume is 100 words).*

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



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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.** *Detailing and specification of 6.1, 6.2. in a structured form (lists, flowcharts, etc.).*

### **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-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 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.

- *quality monitoring*

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

Desired outcomes	Evaluation criteria and indicators	How to measure them
1. Improved Teaching Skills	<ul style="list-style-type: none"> <li>- Evaluation Criteria: Demonstrated growth in teaching abilities.</li> <li>- Indicators:               <ul style="list-style-type: none"> <li>- Observation ratings of mentee teaching performance.</li> <li>- Mentee's self-assessment of teaching skills improvement.</li> <li>- Student performance outcomes (e.g., test scores, assignments).</li> </ul> </li> </ul>	Regular evaluations by mentor, peer reviews, and assessments of student progress.
2. Enhanced Classroom Management	<ul style="list-style-type: none"> <li>- Evaluation Criteria: Effective classroom management techniques.</li> <li>- Indicators:               <ul style="list-style-type: none"> <li>- Frequency and duration of mentoring sessions focused on classroom management.</li> <li>- Feedback quality and consistency provided by the mentor.</li> <li>- Mentee satisfaction with classroom management improvement.</li> </ul> </li> </ul>	Tracking the frequency and length of specific mentoring sessions, feedback surveys, and mentee self-reports.
3. Professional Development Opportunities	<ul style="list-style-type: none"> <li>- Evaluation Criteria: Demonstrated professional growth.</li> <li>- Indicators:               <ul style="list-style-type: none"> <li>- Active participation in workshops, seminars, and</li> </ul> </li> </ul>	Attendance records, publication records, certificates, and mentee progress reports.

Desired outcomes	Evaluation criteria and indicators	How to measure them
	<p>conferences.</p> <ul style="list-style-type: none"> <li>- Publication or presentation of educational work.</li> <li>- Achievements in educational advancement (e.g., additional certifications, advanced degrees).</li> </ul>	
<p>4. Supportive Learning Environment</p>	<ul style="list-style-type: none"> <li>- Evaluation Criteria: Positive mentor-mentee relationships and a conducive learning environment.</li> <li>- Indicators: <ul style="list-style-type: none"> <li>- Frequency and quality of communication between mentor and mentee.</li> <li>- Mentee confidence and morale improvements.</li> <li>- Mentor's availability and responsiveness to mentee's needs.</li> </ul> </li> </ul>	<p>Communication logs, mentee feedback surveys, and periodic assessments of mentor availability and responsiveness.</p>
<p>1. Mentor-Mentee Communication</p> <ul style="list-style-type: none"> <li>- Desired Outcome: Establish regular and effective communication between mentors and mentees.</li> </ul>	<ul style="list-style-type: none"> <li>- Evaluation Criteria: Frequency, clarity, and relevance of communication.</li> <li>- Indicators: Number of interactions per month, content of discussions, feedback on communication effectiveness.</li> </ul>	<p>Communication logs, mentee surveys on communication quality.</p>

Desired outcomes	Evaluation criteria and indicators	How to measure them
<p>2. Teaching Methodologies Enhancement</p> <p>- Desired Outcome: Mentees develop innovative and effective teaching methodologies.</p>	<p>- Evaluation Criteria: Demonstrated use of diverse teaching approaches.</p> <p>- Indicators: Incorporation of technology, interactive learning methods, and adaptation to diverse learning styles.</p>	<p>Lesson plans, peer evaluations, observations by mentors.</p>
<p>3. Inclusive Classroom Practices</p> <p>- Desired Outcome: Mentees create inclusive learning environments.</p>	<p>- Evaluation Criteria: Evidence of adapting lessons for diverse student needs.</p> <p>- Indicators: Differentiated instruction, accommodations for students with special needs.</p>	<p>Lesson plans with adaptations, student feedback on inclusivity.</p>
<p>4. Professional Networking:</p> <p>- Desired Outcome: Mentees expand their professional network in the educational field.</p>	<p>- Evaluation Criteria: Participation in educational events, collaboration with peers.</p> <p>- Indicators: Attendance at conferences, joint projects, contributions to educational forums.</p>	<p>Event attendance records, project participation.</p>
<p>5. Critical Thinking Promotion:</p> <p>- Desired Outcome: Mentees encourage critical thinking in students.</p>	<p>- Evaluation Criteria: Integration of critical thinking activities.</p> <p>- Indicators: Use of open-ended questions, problem-solving tasks, and discussions.</p>	<p>Lesson plan analysis, student responses to critical thinking activities.</p>

Desired outcomes	Evaluation criteria and indicators	How to measure them
<p>6. Self-Reflective Practice:</p> <p>- Desired Outcome: Mentees develop a habit of self-reflection on their teaching practices.</p>	<p>- Evaluation Criteria: Regularity and depth of self-reflection.</p> <p>- Indicators: Self-assessment of strengths and areas for improvement, adjustments based on reflection.</p>	<p>Self-reflection journals, feedback from mentors on reflective practices.</p>
<p>7. Student Engagement Enhancement:</p> <p>- Desired Outcome: Mentees improve student engagement in the classroom.</p>	<p>- Evaluation Criteria: Increased student participation and interest.</p> <p>- Indicators: Interactive activities, diverse teaching materials, student feedback on engagement.</p>	<p>Observations of class dynamics, student feedback surveys.</p>

- *performance control*

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

Task	Description	KPI
Mentor-Mentee Meeting Frequency	Monitor the frequency of mentor-mentee meetings to ensure regular and consistent engagement.	Average number of mentor-mentee meetings per month.
Completion of Learning Objectives	Track the mentees' progress in achieving their learning objectives and goals.	Percentage of mentees who successfully achieve their learning objectives.



Mentor Engagement	Assess the level of mentor engagement and active participation in the mentoring scheme.	Mentor feedback on their level of satisfaction with the program and their perceived impact on mentees' development.
Mentee Satisfaction	Evaluate mentees' satisfaction with the mentoring scheme and the support they receive.	Mentee feedback on overall satisfaction with the program and mentor support.
Mentor-Mentee Compatibility	Assess the compatibility and effectiveness of mentor-mentee pairings.	Feedback from mentors and mentees on the quality of the mentor-mentee relationship and compatibility.
Knowledge and Skill Development	Evaluate the mentees' progress in acquiring educational knowledge and developing relevant skills.	Pre and post-program assessments of mentees' educational knowledge and skills.
Career Advancement	Monitor the mentees' career advancements and professional growth.	Percentage of mentees who experience career advancements during or after the mentoring scheme.
Program Completion Rate	Track the rate of mentees who successfully complete the mentoring scheme.	Percentage of mentees who complete the full duration of the program.
Mentoring Relationship Quality	Assess the quality and effectiveness of the mentor-mentee relationships.	Mentor and mentee feedback on the quality of the mentoring relationship and perceived benefits.
Program Impact	Measure the overall impact	Mentee feedback on the

	of the mentoring scheme on mentees' personal and professional development.	perceived impact of the program on their skills, knowledge, and career prospects.
Program Feedback and Improvement	Gather feedback from mentors, mentees, and stakeholders for continuous program improvement.	Number of feedback received and the percentage of feedback implemented for program enhancement.
Program Evaluation and Reporting	Conduct comprehensive evaluations at regular intervals and generate reports on program performance.	Completion of program evaluation reports within the specified timeline.

- *level of satisfaction evaluation (based on predefined criteria and indicators).*

List of Satisfaction Evaluation for Mentoring Scheme:

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

	<p>mentoring scheme</p> <ul style="list-style-type: none"> <li>- Quality of guidance and support received from mentors</li> <li>- Progress in achieving learning objectives and goals</li> <li>- Impact of mentoring on personal and professional development</li> <li>- Relevance of mentoring experience to future career</li> </ul>	<p>surveys</p> <ul style="list-style-type: none"> <li>- Individual interviews or focus group discussions</li> <li>- Reflective journals or self-assessment forms</li> <li>- Analysis of mentee feedback and program completion rates</li> </ul>
Employers	<ul style="list-style-type: none"> <li>- Satisfaction with the mentees' performance and progress</li> <li>- Relevance of mentoring scheme in preparing mentees for the workplace</li> <li>- Benefits of mentoring in terms of professional skills and knowledge development</li> <li>- Effectiveness of mentees' integration into the organization</li> <li>- Impact of mentoring on employee retention and job satisfaction</li> </ul>	<ul style="list-style-type: none"> <li>- Employer feedback surveys or questionnaires</li> <li>- Performance evaluations of mentees in the workplace</li> <li>- Direct communication with employers for feedback</li> <li>- Analysis of mentees' job performance and career progression</li> <li>- Department of Education is preparing the questionnaires for mentors and mentees and analyzing of results</li> </ul>
Administration of HEI	<ul style="list-style-type: none"> <li>- Effectiveness of the mentoring scheme in achieving desired outcomes</li> <li>- Overall satisfaction of stakeholders involved in the program</li> <li>- Alignment of the scheme with the institution's goals and objectives</li> </ul>	<ul style="list-style-type: none"> <li>- Feedback surveys from the administration and program coordinators</li> <li>- Meetings or discussions with key stakeholders</li> <li>- Analysis of program reports and data</li> <li>- Review of student academic records and</li> </ul>

	<ul style="list-style-type: none"> <li>- Efficiency of program administration and coordination</li> <li>- Impact of mentoring on student retention and academic success</li> </ul>	retention rates
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#### Methods of Evaluation:

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

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

**10. Forms of work.** *Description of applied forms of work (joint projects, internships, consultations, presentations, discussions, etc.).*

**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 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.

**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.

**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.

**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.

**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.

**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-mentee.*

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.

## 2) Database structure

#	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

#	First name, Last name	Year of study, # of academic group	Major (specialty)	Disciplines you would like to study	Career ambitions and purpose of work in educational institutions	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.)

## 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:** 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



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who possess subject expertise, pedagogical knowledge, and the ability to provide guidance and support to learners. These personnel play a crucial role in creating a nurturing and engaging learning environment, fostering meaningful interactions, and tailoring the learning experience to meet the individual needs of participants.

*Mentoring Coordinator/Program Administrator:* is responsible for the overall management and administration of the mentoring program. This role involves overseeing resource provision, ensuring availability of necessary facilities, and coordinating logistics. The Coordinator also maintains communication channels and addresses any challenges related to resource access or utilization. The focus is on creating an efficient and effective program environment.

*Program Managers:* are responsible for the successful engagement of mentors and mentees within the program. They coordinate the collaboration between mentors and mentees, analyze program results, and develop suggestions for program improvement. The Program Managers play a crucial role in ensuring the program's effectiveness and impact by managing mentor-mentee relationships and continuously enhancing the program's quality.

*Technical Expert:* The Technical Expert provides guidance and support in utilizing equipment, software, and specialized resources. They offer expertise in technical matters, helping program participants troubleshoot any technical issues that may arise. The Technical Expert ensures efficient resource utilization by assisting mentors and mentees in utilizing technology effectively, enhancing the overall program experience.

*Trainers/Facilitators:* Trainers/Facilitators conduct demonstrations, provide training sessions, and facilitate open events for mentors and mentees. Their role is to deliver educational content, equip program participants with necessary skills, and create an interactive learning environment. By facilitating the transfer of knowledge and fostering engagement, Trainers/Facilitators empower mentors and mentees to build successful mentoring relationships and achieve their goals.

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

### 13. **Regulations.** *Internal regulations of the Higher Education Institution*



*regarding the procedures in mentoring/tutoring; mentoring/tutoring standards, including a list of competencies.*

Regulation for implementing the mentoring program within the university:

1. Objectives and scope of the mentoring program (as indicated in the Section METHODOLOGICAL BASE AND PREREQUISITES)
2. Program administration - roles and responsibilities of program coordinators, mentors, and mentees, along with any specific reporting or documentation requirements (as indicated in the relevant Section of this document)
3. Mentor selection and qualifications (as indicated in the relevant Section of this document).
4. List of competencies that mentees should develop by the end of the mentoring program.
5. Mentee enrollment and matching criteria (as indicated in the relevant Section of this document).
6. Mentoring Process and Activities (as indicated in the relevant Section of this document).
7. Evaluation and quality assurance (as indicated in the relevant Section of this document)
8. Confidentiality and Ethics
9. Grievance and Conflict Resolution
10. Resource Access Guidelines

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

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

#### **Knowledge:**

1. 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.** *Structural units that support the process, their information support.*

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.



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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.