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**O. S. Ivanytska**

Associate Professor of the Department of Foreign Languages for Humanities  
Lviv Polytechnic National University

## PECULIARITIES AND FUNCTIONAL POTENTIAL OF THE MENTORING FOR THE INTERNALLY DISPLACED STUDENTS

*The article analyses peculiarities of the mentoring for the internally displaced students. It is noted that it is advisable to study the peculiarities and functional potential of mentoring for the internally displaced students on the basis of an anthropocentric approach. Peculiarities of the mentoring for the internally displaced students are analysed. The positive impact of the additional support for the internally displaced students is substantiated. The requirements for the selection of mentors are provided. The visual image considers different aspects of mentoring for the internally displaced students and includes: a presentational aspect, socio-psychological aspect, as well as an educational aspect. The positive impact of additional support for the displaced students is substantiated. Requirements for the selection of mentors are provided. As an important aspect of mentoring, there is cooperation with employers to form practical skills for students and promote understanding of the professional spheres functioning through interaction with specialists who are representatives of a certain professional sphere. It is noted that as a result of the professional mentoring application, mentors will develop a clearer understanding of their career path and build confidence in their abilities, as well as realize their personal and professional potential. The article develops forms of work within the framework of professional mentoring, which include joint projects, internships and consultations. The mentoring process develops a growth mindset, where you have the opportunity to better develop the culture of the workplace. The emphasis is on inclusion, which focuses on vulnerable individuals and the importance of proper access to the educational process for them (project activities, academic mobility, participation in university life). It is noted that mentoring workers should participate in the development of inclusive university programs and submit proposals, the implementation of which can be undertaken by the mentoring center. A visual figure has been developed that represents various aspects of mentoring for the internally displaced students. It includes: a presentational aspect, a socio-psychological aspect, as well as an educational aspect. The article contains an analysis of the responses of the internally displaced students in Ukraine.*

**Key words:** mentoring, tutoring, mentor, mentee, tutor, tutee, internally displaced students.

**Problem statement.** Internally displaced students with disabilities and special needs require a sense of physical and emotional safety, primarily in social and everyday spaces, and it is also important to communicate with specialists who can address their basic needs, in particular, proper access to the educational process (project activities, academic mobility, participation in university life). Mentors-employees should participate in the development of inclusive university programs and submit proposals, the implementation of which can be undertaken by the mentoring center.

Unfortunately, the number of the internally displaced persons has increased rapidly in recent years [7]. At the end of 2020, about 80 million people worldwide were displaced [15]. The Ukrainian higher education system has suffered great losses and destruction caused by the new phase of the war launched by Russia against Ukraine on February 24, 2022 [14].

Mentoring programs have a positive impact on the common problems faced by displaced persons: finding housing, employment, language barrier, intercultural understanding; as well as internal changes: a sense of well-being, life satisfaction, vitality and empowerment,

etc. Their impact on the immigrants psycho-emotional state improvement, development of their emotional intelligence, reduction of social isolation and, accordingly, reduction of depressive states, improvement of social integration and adaptation is also important [21].

Literature review and recent research. For a comprehensive analysis of the declared issues, it is advisable to rely on the theoretical and methodological potential of the works of scientists in the fields of pedagogy, sociology and psychology.

The following scientists have paid attention to this issue: E. Baran, D. Dumulescu, D. Sarca, C. Necula, J. Galanec, S. Campbell, E. Gimmon, T. Sutter, R. Francis and others.

Their scientific concepts contributed to the formation of a new approach to understanding the adaptation of students, in particular internally displaced persons, to the educational space based on student-centeredness and humanism through the implementation of mentoring activities and cooperation of all representatives of higher education institutions within the framework of pedagogy, psychology, and social science.

**The purpose of the article** is to analyze the features and functional potential of mentoring for internally displaced students based on theoretical and applied approaches.

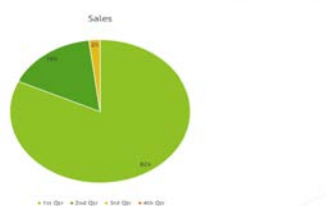
**Presentation of the main material.** Mentoring is very important for the internally displaced students who face many challenges. Additional support should be provided to the internally displaced students to create equal opportunities for learning and harmonious development. The need for additional assistance for the internally displaced students is extremely urgent in Ukraine in times of war.

Students living in an active war zone, when choosing a higher educational institution, should make sure that the university will provide them with mentoring support during their studies and social adaptation to new conditions.

To this end, universities should publish information about their activities, mentoring programs in their respective mentoring and tutoring centers.

The following diagram shows how the full-scale war affected students in Ukraine and that active hostilities had the greatest impact on their choice to move to other cities in Ukraine [12].

**Question:** What influenced your decision to leave your home?  
**Answers:** 82% - active hostilities, 16% - can not formulate one reason, 2% - don't want to answer.



Mentors, by helping the internally displaced students to socialize, contribute to reducing the burden on social services and the person's immediate environment. Support in the educational process, involving students in academic mobility, and promoting cultural and moral development will minimize the risks of a "lost generation" formation, which is important for the full development of society and the state.

Inclusion, unlike accommodation and integration, focuses on vulnerable individuals and gives meaning to the context of our living environment to enable everyone to participate actively and have a satisfactory standard of living. It is important to ensure that the mission, goals, policies and practices of the campus truly promote inclusion and diversity, engaging all units and departments. This requires institutional actions and initiatives, such as the establishment of centres and services for diversity and inclusion, as well as policies to reduce the under-representation of students with disabilities and other vulnerable individuals in some faculties [3].

Education, vocational training and other forms of learning are often disrupted during conflict and displacement. Internally displaced children and adolescents should have full and equal access to education, and every effort should be made to ensure their integration into the national education system. If access to formal education is temporarily disrupted, immediate measures should be taken to provide semi-structured learning and psychosocial support in safe settings for children and adolescents. Such activities can promote their physical, mental and emotional well-being and facilitate their transition to the formal school system (Handbook on the Protection of Internally Displaced Persons).

In particular, so-called "invincibility points" have been created in Ukraine, which are located in safe shelters and equipped with communication facilities, with the help of which students can carry out the educational process in an online format. Also, each educational institution has access to shelters, where, if necessary, the educational process can be carried out, or students can be protected from bombings and shelling.

Mentors can help the internally displaced students integrate into their new environment and achieve their educational and career goals. The mission of mentoring for the internally displaced students is to provide them with comprehensive support through individual guidance, academic assistance, and psychological support. Mentoring for the internally displaced students should be based on the following values: inclusivity, respect, integrity, collaboration, personal growth, diversity, and compassion [18].

It is important that internally displaced students do not feel isolated and special, but on the contrary, it is necessary to create conditions and a psychological climate where they are equal with everyone and feel supported in difficult life circumstances through cooperation with both social services and representatives of the educational environment, in particular mentors and tutors.

A mentee or tutee is an internally displaced university student who needs guidance and support to overcome the challenges of displacement. The selection of mentees or tutees should be based on their status as internally displaced persons, their commitment to the programme and their expressed needs. Once mentees are matched with the mentor, they engage in a mentoring relationship and report on their progress and seek advice. Meetings can be organised in the form of group and individual sessions depending on the goals of both the mentor and the mentee. They can also be in-class or remote/online. To find a potential mentor, it is necessary to advertise the mentoring programme through university channels and social media platforms, and can also involve alumni, industry representatives, local authorities, volunteers, etc. Mentor requirements include their experience and

qualifications in a relevant field such as psychology, education, social work or a field related to the mentee's academic or career interests. They should also understand the challenges faced by the internally displaced students in order to develop strong communication and networking skills. Mentors should be prepared to provide guidance and support to mentees. Mentors should undergo mandatory training before starting to work with mentees [18].

An important aspect of mentoring is collaboration with employers to develop practical skills in students and promote understanding of the functioning of individual professional fields through interaction with specialists who represent a particular professional field.

Joint projects, colloquiums, and exchange of experience will enable students to understand in which direction, type of activity of a specific professional sphere he/she seeks self-realization.

Mentoring can be done through social entrepreneurship projects as they provide practical experience in business and project management; community-based projects or youth engagement activities. This can help the internally displaced students build connections in their new communities, as well as develop leadership and teamwork skills. By the end of the program, mentees will have acquired the following skills [18]:

- Identifying their strengths and areas for improvement,
- Using self-reflection techniques,
- Applying stress management techniques, resilience exercises, and strategies to support mental well-being,
- Using effective communication, active listening, conflict resolution, and building positive relationships,
- Engaging in community service, volunteering, participating in initiatives, and collaborating with local organizations,
- Effective regulation of emotions,
- 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.

Psychological support for the internally displaced students can include emotional support, trauma counseling, empathetic listening, stress management, cultural adaptation and resilience building, stress management training, emotional regulation, problem solving, and effective communication, equipping them with the skills needed to overcome difficulties, develop resilience, and establish healthy relationships. Peer support groups can offer the internally displaced students a sense of belonging. By providing opportunities for them to connect with peers who have had similar experiences, universities can foster a supportive community where mutual support,

shared coping strategies, and ideas can be shared. In some cases, it is important for the internally displaced students to have access to qualified mental health professionals. While higher educational institutions may not provide therapy directly, they can offer initial support through a first aid and referral system, connecting students with professional psychotherapists or mental health professionals when necessary to address their specific needs. Counseling for mentors working with the internally displaced students should aim to strengthen the mentors' psychological resilience, prepare them to effectively support mentees, and ensure a positive mentoring experience. This counseling covers 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. [18].

Surveys, questionnaires, progress assessments, and feedback are used to measure the results of the mentor-mentee collaboration. It is very important to ensure confidentiality and anonymity when collecting feedback. Mentees should also be encouraged to share their expectations and suggestions for program improvement.

The main forms of work can be consultations, joint projects and internships. Joint projects can involve working on a specific task or project related to the mentee's professional field. Under these conditions, mentees receive practical skills and guidance from a mentor, applying their theoretical knowledge to practical situations. Mentors share their experience and expertise and guide mentees in decision-making, providing feedback and suggestions for improvement. Joint projects often involve collaboration with other professionals, which gives mentees the opportunity to network and expand their professional network. Internships and trainings that are relevant to their professional goals. They are trained at institutions, organizations, or companies where they can participate in professional activities and observe the process. Mentees can participate in specific projects or assignments that are relevant to their interests and career goals. They contribute to the organization's initiatives, gain hands-on experience, and apply their knowledge to solve real-world problems. Internships also introduce mentees to the norms, practices, and expectations of a professional work environment. They learn about professional etiquette, teamwork, time management, and effective communication in the context of their chosen field. Mentees are assigned with mentors within the organization who provide guidance, support, and supervision during the internship. Mentors provide industry insights, share their experiences, and help mentees navigate the professional environment. Internships may offer additional learning opportunities, such as training sessions, seminars, or industry events, to

further enhance the mentees' knowledge and skills. Internships provide mentees with an opportunity to explore their career interests, validate their career choices, and gain clarity about their future professional path. In some cases, internships can serve as a pathway to employment opportunities within the organization as mentees demonstrate their abilities and make a positive impression on potential employers. Consulting involves engaging mentees who seek advice, guidance, and expertise from their mentors in individual or group sessions. These consultations provide mentors with an opportunity to discuss specific issues, find solutions, and receive personalized support.

Professional mentoring is very necessary for students today to acquire the necessary skills for future employment, self-confidence, as well as the application of students' knowledge in practice.

Renowned psychologist and researcher Linda Phillips-Jones identifies the skills of successful mentoring [16]: active listening, building trust, encouragement, identifying goals and current reality; as well as important skills for mentors who help mentees: coaching or developing abilities, inspiring, providing corrective feedback, managing risks, opening doors (providing appropriate contacts, etc.); and important skills for mentees: finding mentors, learning quickly, taking initiative, following through on results, managing relationships (even if mentors are strong leaders, mentees must take responsibility for collaboration and results).

One important component of successful mentoring is collaboration not only between mentors and mentees, but also between teachers. Reflective practice, research of professional practice, collaboration, and professional learning for both mentees and mentors are key goals of many mentoring programs [19].

Universities clearly benefit from implementing mentoring. Mentoring has a significant impact on faculty career development and academic performance. Following the example of the United States, individual and institutional mentoring experiences were obtained. The results show that informal mentoring is widespread, as are formal mentoring programs. Mentees and mentors believe that mentoring is mainly useful for helping mentees with their studies, research, and career planning, and that visible support for mentoring is important for its success. The recommendations should be taken into account for the development of effective mentoring programs for faculty [9].

Mentoring programs are becoming popular among representatives of the Ukrainian universities today. For example, one of the projects was prepared to raise awareness among Ukrainian scientists about the conditions and features of preparing project applications for participation in European Union grant programs [13].

The advantages of the professional mentoring implementation are: developing leadership potential in future graduates as part of working on implementing individual ideas and practicing their knowledge among professionals; increasing students' self-confidence; developing cooperation between the university and industry, as well as implementing dual education; creating growth opportunities for both the mentor and the mentee.

**Conclusions.** In the context of resettlement, mentoring is a complementary process aimed at supporting the internally displaced students in their adaptation and integration into a new society through advice, guidance and encouragement from a member of that society. Mentoring is closely linked to local communities and helps both mentors and mentees to actively participate in the life of that community, while the internally displaced students are supported in creating a new social and support network (Recommendations: Piloting Mentoring Schemes).

Mentoring for the internally displaced students provides the following benefits: implementation of the principle of student-centered learning; ensuring equal opportunities and the right to education for internally displaced students; increasing self-confidence and psychological and moral state of the internally displaced students. There is a need for social acceptance, building relationships with other students and staff at the university; academic support; psychological support and access to mental health services; career guidance, internship and employment services, etc. [18].

The psychological aspect is very important for the internally displaced students, as they face psychological stress after being expelled from their homes and a sense of insecurity.

Psychological support for the internally displaced students should be provided by professional psychologists working at universities. It is important for tutoring and mentoring centers employees to pay attention to students who may need such assistance and refer them to specialists. Also, practicing psychologists can be involved in social work with students as part of project and adaptation activities.

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### Іваницька О. Особливості та функціональний потенціал менторства для внутрішньо переміщених студентів

У статті аналізуються особливості менторства для внутрішньо переміщених студентів. Зазначено, що вивчення особливостей та функціонального потенціалу менторства для внутрішньо переміщених студентів доцільно проводити на основі антропоцентричного підходу. Проаналізовано особливості менторства для внутрішньо переміщених студентів. Обґрунтовано позитивний вплив додаткової підтримки внутрішньо переміщених студентів. Наведено вимоги до відбору менторів. Візуальне зображення розглядає різні аспекти менторства для внутрішньо переміщених студентів і включає: презентаційний аспект, соціально-психологічний аспект, а також освітній аспект. Обґрунтовано позитивний вплив додаткової підтримки внутрішньо переміщених студентів. Надані вимоги до відбору менторів. Важливим аспектом менторства є співпраця з роботодавцями для формування у студентів практичних навичок та сприяння розумінню функціонування професійних сфер через взаємодію з фахівцями, які є представниками певної професійної сфери. Зазначається, що в результаті застосування програми професійного менторства ментори чіткіше розумітимуть

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свій кар'єрний шлях і впевненість у своїх силах, а також реалізовуватимуть особистий і професійний потенціал. У статті розроблено форми роботи в рамках професійного менторства, які включають спільні проекти, стажування та консультації. Менторський процес розвиває мислення про зростання, де є можливість краще розвивати культуру робочого місця. Акцент робиться на інклюзії, яка фокусується на вразливих особах та важливості належного доступу до освітнього процесу для них (проектна діяльність, академічна мобільність, участь в університетському житті). Зазначається, що менторські працівники мають брати участь у розробці інклюзивних університетських програм та подавати пропозиції, реалізацію яких може взяти на себе менторський центр. Розроблений рисунок представляє різні аспекти менторства для внутрішньо переміщених студентів. Він включає: презентаційний аспект, соціально-психологічний аспект, а також освітній аспект. У статті аналізуються відгуки внутрішньо переміщених студентів в Україні.

**Ключові слова:** менторство, тьюторство, ментор, менті, тьютор, тьюті, внутрішньо переміщені студенти.