

# The Perception of Mentors and Mentorship among Youth at Risk in the Russian Federation

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This study examines the different perceptions about the role of mentors between youth who are at risk and institutionalized versus those who are family-based in the Russian Federation. The present study was conducted using a survey questionnaire with respondents between the ages of 15 and 23 in Moscow. Data analysis was conducted on 1,110 responses using Pearson's chi-squared test,

Pearson correlation coefficient, and t-test. Results indicate that youth who are institutionalized and at risk, more than their family-based peers, perceived the mentor to be their friend—a person with whom they can establish a close and trusting relationship. For respondents who were family-based, the mentor was perceived as a professional who taught them certain educational and vocational skills. The study also revealed the need for more attention to the psychosocial needs of youth at risk who are family-based. This has implications for the recruitment and training of mentors in the Russian Federation.

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**M**entoring is an important aspect of social, behavioral, educational, and vocational development for all youth and young adults (Ciocanel, Power, Eriksen, & Gillings, 2017; Comasòlivas, Sala-Roca, & Arpón, 2018). For youth who are at risk, the role of a mentor can be critical in addressing social integration problems before they escalate (Dewit, DuBois, Erdem, Larose, & Lipman, 2016). Mentors can act as trusted, skilled and reliable adults who promote attachment, social engagement, exploration of career and vocational prospects, development of skills, and healthy self-care behaviors through modeling (Beals-Erickson & Roberts, 2015; Teye & Peaslee, 2015; Selimos & George, 2018).

In the Russian Federation, as de-institutionalization has progressed, programs based on mentoring youth and young adults are increasingly playing a critical role in adapting youth to independent life. Both Russian and foreign studies of child development in various settings demonstrate that children in institutional care lag behind on several measures when compared to their peers in family-based care. These differences begin from very early developmental stages (Tkacheva & Fokina, 2015; Burgund & Zegarac, 2016). Studies in Russia suggest that this lag may be caused by institutional care being mostly aimed at meeting the physical needs of children without also promoting permanent, close, and emotionally fulfilling relationships with others (Molokova, 2016; Bindman, Kulmala, & Bogdanova, 2019). Researchers have identified a number of factors that hinder emotional and social development for children in institutional settings: inadequate child-adult social and emotional communication; high staff turnover; cohort disruption; and strict rules governing child and staff interactions. Studies show that children do better when they are placed in family-based situations (Geiger, Piel, Lietz, & Julien-Chinn, 2016). In Russia, as in many other countries where institutionalization has served as the primary form of care for children outside the home, children under the age of 10 have a better chance for permanent family placement through adoption or foster family placement (Burgund & Zegarac, 2015). For adolescents in care, such chances drop to zero (Molokova, 2016). In this regard,

it is especially important to understand how mentorship programs in Russia can provide youth at risk with opportunities for emotional and behavioral development and promote social integration.

## **Out-of-Home Care and the Development of Mentoring Programs in the Russian Federation**

In Russia, children assigned to the care of youth and family support agencies, social residential homes for orphans, or other social services agencies are termed “social orphans.” They still may have a biological family, but the family is either unwilling or unable to take care of the child. For the purposes of this paper, they will be referred to as “children or youth who are institutionalized.” Social orphans placed in family care through adoption or guardianship will be identified as “children or youth in family-based care.” Both groups, because of histories that may include early childhood neglect, abandonment, or abuse, will be referred to collectively as “youth at risk.” While placement in family-based care is increasing in Russia, adoption of children is still a relatively new phenomenon. Most youth, even those placed in family-based care, will age out of care to independent living (Rudnicki, 2012). Based on recent studies as well as interactions with international experts in child welfare, mentoring programs in the Russian Federation are currently viewed as an important foundation for successful care of all children outside of their biological family. Mentoring is viewed as an alternative way for youth at risk to master behavior patterns specific to family life such as attachment, bonding with a significant adult, and learning how to meet the social, legal, and psychological challenges and issues of everyday life.

Across mentorship programs developed and implemented in the Russian Federation, a critical concern, as identified by Bayer and Avakov (2018), is for the child to form a comprehensive and adequate perception of their mentor. Since the mentor is supposed to play a key role in the child’s life—such as providing support, creating favorable conditions for personal development, motivating the child to succeed,

forming a trusting relationship, and encouraging the child to make appropriate choices—it is important to understand how the child views the mentor. It is also important that the child see the mentor as a role model instrumental in promoting them to eventually form a family of their own (2017).

Mentoring as a form of social assistance and support to youth has an extensive history and background (Hezlett & Gibson, 2005; Bozeman & Feeney, 2007; Vakani, 2017; Carr et al., 2017; Huebner et al., 2018). In Russia, however, mentoring of children and youth who are at risk has been a relatively new development over the last decade as de-institutionalization has been actively promoted. Current trends in mentoring have been almost exclusively limited to adopting foreign models and the expertise of countries in which the respective practices have become widespread. Current initiatives increasingly focus on the need to develop models of mentoring that better reflect the social and cultural characteristics of the Russian population and culture, especially with regard to expectations of youth, young adults, and social adaptation.

## Methods

The present study was based on the results of a survey using both online and offline questionnaires. The survey questionnaire, identified as the Modern Youth Portrait, was developed by the authors as part of a research and evaluation program to examine social adaptation of youth at risk in Moscow who are served by non-governmental organizations (NGOs).

Organizations were asked to provide the youth they serve with access to the survey questionnaire through notices, fliers, and via the internet. Respondents were either in institutions or were in family-based services such as adoption or guardianship. Participation was voluntary, and all responses were confidential, with no personal identifying information collected of the respondents. During the first stage of the survey, 1,178 respondents aged 15 to 23 completed the questionnaire. After eliminating surveys with incomplete or inconsistent responses, a total

of 1,110 questionnaires remained. Data analysis was based on statistical procedures such as Pearson correlation coefficient and t-test.

## Discussion of the Study

Data analysis revealed differences in the perception of the mentor between youth who were family-based and those who were institutionalized. Youth respondents who were at risk and institutionalized were significantly less likely to select the “Advisor” option ( $p = 0,004$ ) and significantly more likely to select the “Confidant” option ( $p = 0,009$ ) (see Table 1).

**Table 1. Distribution of Respondents Depending on the Answer to the Question, “What is Your Idea of a Mentor?” (“What is a Mentor?”)**

Answers	Respondents Who are Orphans	Respondents Who were Family-raised
One who teaches, supervises and educates (“Teacher”)	33%	32%
One who helps by advice or example at the workplace/in practical training as part of the college curriculum/in the workshop/ in sports (“Advisor”)	31%	52%
One who helps to solve everyday problems and deal with the difficulties (everyday life issues, paperwork, medical appointments, etc.) (“Assistant”)	4%	1%
One with whom you can have fun, take a walk, go to the movies or to a cafe, etc. (“Buddy”)	5%	6%
One with whom you can discuss personal problems and receive understanding and support (“Confidant”)	20%	7%

A significantly larger percentage of institutionalized respondents ( $p = 0.001$ ) reported having, in some period of their life, a person corresponding to their image of a mentor as a “Confidant,” while 49% of the family-based respondents referred to their mentor as an “Advisor.” Most of the respondents who were institutionalized (38%) reported having a “Teacher” mentor (see Table 2). The respondents who were institutionalized were significantly less likely than their family-based peers ( $p = 0.027$ ) to wish for an “Advisor” mentor. At the same time, there was no difference between respondents who were institutionalized and those who were family-based in the desire to have a mentor at some point in the future ( $p = 0.311$ ).

**Table 2. Distribution of Respondents Depending on the Answer to the Question, “What Kind of Mentor Would You Like for Yourself?”**

Answers	Respondents Who are Orphans	Respondents Who were Family-raised
One who teaches, supervises and educates (“Teacher”)	22%	17%
One who can help by advice or example at the workplace/in practical training as part of the college curriculum/in the workshop/in sports (“Advisor”)	22%	38%
One who helps to solve everyday problems and deal with the difficulties (everyday life issues, paperwork, medical appointments, etc.) (“Assistant”)	6%	10%
One with whom you can have fun, take a walk, go to the movies or to a cafe, etc. (“Buddy”)	7%	7%
One with whom you can discuss personal problems and receive understanding and support (“Confidant”)	19%	16%

Of interest is that among the “poorly socially adapted” respondents who were institutionalized, there is a significantly higher percentage of those expecting a mentor to behave as a “Buddy.” At the same time, a greater percentage within this group responded that they “do not know who to turn to when in difficulty” as compared to their peers with a higher level of social adaptation ( $p = 0.005$ ).

The study revealed also significant differences between those institutionalized respondents who had had a mentor compared to those who did not. The respondents who were institutionalized and had a mentor were significantly more likely to describe the mentor as a “Teacher” (39% and 21%, respectively,  $p = 0.05$ ). At the same time, they were much less likely to describe the mentor as an “Assistant” (4% and 21%, respectively,  $p = 0.001$ ).

It is pivotal to accentuate that respondents who were institutionalized and non-mentored were significantly more likely to see the mentor as a “Buddy” (13% and 4%, respectively,  $p = 0.04$ ). No significant differences were revealed between adolescent and young adult respondents who were institutionalized (see Table 3).

Among the respondents who were family-based, there were no significant differences in the perception of a mentor between the age subgroups or mentored/non-mentored sub-groups (see Table 4). Most likely, these results are due to the respondents of this group having little experience or contact with an assigned mentor.

Among the respondents who were institutionalized, there was no significant difference in the image of the mentor they would like to have between either the age sub-groups or the mentored/non mentored sub-groups (see Table 5).

The adolescents who were institutionalized wanted a mentor to help them with advice about some activity (43%) or to be their “Confidant” (25%). For this group of respondents, the perception of the mentor has some similarities with that of a parent. At the same time, for young adults who were institutionalized, it was more important to have the mentor help them in solving daily problems and dealing with difficulties (“Assistant”) (13% and 5%, respectively) or to have a “Buddy”

**Table 3. Distribution of Respondents Who are Orphans, Depending on the Answer to the Question, “What is a Mentor?”—Age Groups and Previous Mentoring Experience**

Answers	Teenagers	Young Adults	Mentored	Non-mentored
One who teaches, supervises and educates (“Teacher”)	31%	28%	39%	21%
One who helps by advice or example at the workplace/in practical training as part of the college curriculum/in the workshop/in sports (“Advisor”)	27%	33%	30%	29%
One who helps to solve everyday problems and deal with the difficulties (everyday life issues, paperwork, medical appointments, etc.) (“Assistant”)	12%	8%	4%	21%
One with whom you can have fun, take a walk, go to the movies or to a cafe, etc. (“Buddy”)	3%	8%	4%	13%
One with whom you can discuss personal problems and receive understanding and support (“Confidant”)	19%	14%	18%	13%



**Table 4. Distribution of Respondents Who were Family-raised, Depending on the Answer to the Question “What is a Mentor?”—Age Groups and Previous Mentoring Experience**

Answers	Teenagers	Young Adults	Mentored	Non-mentored
One who teaches, supervises and educates (“Teacher”)	42%	30%	33%	34%
One who helps by advice or example at the workplace/in practical training as part of the college curriculum/in the workshop/in sports (“Advisor”)	40%	45%	41%	51%
One who helps to solve everyday problems and deal with the difficulties (everyday life issues, paperwork, medical appointments, etc.) (“Assistant”)	4%	2%	4%	2%
One with whom you can have fun, take a walk, go to the movies or to a cafe, etc. (“Buddy”)	2%	3%	4%	4%
One with whom you can discuss personal problems and receive understanding and support (“Confidant”)	8%	14%	12%	7%

**Table 5. Distribution of Respondents Who are Orphans Depending on the Answer to the Question “What is a Mentor?”—Age Groups and Previous Mentoring Experience**

Answers	Teenagers	Young Adults	Mentored	Non-mentored
One who teaches, supervises and educates (“Teacher”)	19%	20%	22%	19%
One who can help by advice or example at the workplace/in practical training as part of the college curriculum/in the workshop/in sports (“Advisor”)	43%	27%	34%	36%
One who helps to solve everyday problems and deal with the difficulties (everyday life issues, paperwork, medical appointments, etc.) (“Assistant”)	5%	13%	7%	11%
One with whom you can have fun, take a walk, go to the movies or to a cafe, etc. (“Buddy”)	3%	13%	7%	14%
One with whom you can discuss personal problems and receive understanding and support (“Confidant”)	25%	10%	26%	14%

as mentor (13% and 3%, respectively). For young adults, the mentor was rather a companion or a buddy, a person sharing their residence or living nearby.

The analysis of the responses of the respondents who were family-based (see Table 6) shows that in this group, those who did have experience with a mentor were more likely to wish for a “Teacher” mentor (28% and 17%, respectively,  $p = 0.05$ ), while non-mentored respondents were more likely to wish for an “Advisor” mentor (47% and 31%, respectively,  $p = 0.005$ ), than their peers who were institutionalized. These results indicate that respondents who were family-based, unlike their peers who were institutionalized, were interested in a mentor who would be more like an expert and help them master skills—i.e., the perception of the mentor was of someone who is useful in being able to help them achieve or get something.

Lastly, the results of this study indicate that respondents who were institutionalized, with no previous experience or interaction with a mentor, were significantly more likely not to believe in the world being fair (55% and 33%, respectively,  $p = 0.05$ ) or adults being good (24% and 9%, respectively,  $p = 0.05$ ). The data are represented in Table 7.

A similar trend can be observed in the group of respondents who were family-based: 34% of those having had mentoring experience believed the world to be friendly, while among those with no mentoring experience, only 20% shared this opinion (see Table 8). The differences are significant ( $p = 0.03$ ).

Comparison of mentored and non-mentored respondents demonstrates that the former group surpasses the latter on a number of measures of psychosocial adaptation. The mentored, family-based respondents show significantly higher rates of adaptive social behavior—i.e., they were more likely to comply with social norms and rules ( $p = 0.027$ ). Non-mentored respondents who were family-based more often showed no inclination for helping people of any age (17% and 8%, respectively,  $p = 0.01$ ) or helping someone who is upset, hurt, or sick (15% and 8%, respectively,  $p = 0.044$ ). The comparison of results for the “No problems with peers” scale shows that non-mentored respondents who were

**Table 6. Distribution of Respondents Who were Family-raised Depending on the Answer to the Question “What is a Mentor?”—Age Groups and Previous Mentoring Experience**

Answers	Teenagers	Young Adults	Mentored	Non-mentored
One who teaches, supervises and educates (“Teacher”)	28%	22%	28%	17%
One who helps by advice or example at the workplace/in practical training as part of the college curriculum/in the workshop/in sports (“Advisor”)	35%	40%	31%	47%
One who helps to solve everyday problems and deal with the difficulties (everyday life issues, paperwork, medical appointments, etc.) (“Assistant”)	4%	6%	9%	5%
One with whom you can have fun, take a walk, go to the movies or to a cafe, etc. (“Buddy”)	8%	7%	8%	6%
One with whom you can discuss personal problems and receive understanding and support (“Confidant”)	21%	16%	18%	17%

**Table 7. Selected Parameters of Attitude Toward the World and Adults, Depending on Mentoring Experience, for Respondents Who are Orphans**

Parameter of Attitude	Mentored Status		Parameter of Attitude	Mentored Status	
	Mentored	Non-mentored		Mentored	Non-mentored
The World is Fair			Adults are Good		
Disagree	33%	55%	Disagree	9%	24%
Not sure	37%	24%	Not sure	36%	24%
Agree	31%	21%	Agree	55%	53%

family-based were significantly more unsure of being liked by their peers than the mentored family-based respondents (24% and 11%, respectively,  $p = 0.02$ ).

In the group that was institutionalized, there were more pronounced differences between mentored and non-mentored respondents. Mentored respondents who were institutionalized showed significantly higher figures of “involvement” ( $p = 0,010$ ) and “lack of difficulties in communication with peers” ( $p = 0.044$ ), indicating greater involvement of this group in social interaction and easier communication with peers. Mentored respondents who were institutionalized, more often than those who were non-mentored, believed themselves “usually well liked by their peers” (44% and 24%, respectively,  $p = 0,039$ ); significantly more disagreed with the statement that they were missing out on life (54% and 24%, respectively,  $p = 0.009$ ) or that their life seemed boring

**Table 8. Selected Parameters of Attitude Toward the World and the Adults, Depending of Mentoring Experience, for Respondents Who were Family-raised**

The World is Friendly	Mentored	Non-mentored
Disagree	37%	48%
Not sure	29%	33%
Agree	34%	20%

and colorless (37% and 13%, respectively,  $p = 0.003$ ). The respondents who were mentored and institutionalized were significantly more likely not to put up with their own weaknesses (22% and 5%, respectively,  $p = 0.049$ ). For respondents who were institutionalized, interaction with a mentor was associated with a positive and more optimistic vision of their own life, prospects for the future, and social integration.

## Limitations of the Study

This study has several limitations that underscore the need for further research. The instrument used to survey youth at risk has not been previously used and validity of the results is not verifiable. Nor are the survey results generalizable to a broader population of Russian youth at risk, as the only respondents were urban adolescents and youth living in Moscow. Youth who are at risk, institutionalized, and remaining in care into young adulthood may have a number of personal challenges that also were not possible to identify through this survey; these may include cognitive delays, developmental delays, and physical disabilities. While the family-based youth who are at risk might also have such challenges, this survey was not able to determine how this might affect respondents' answers. The survey did not identify respondents based on ethnicity, race, gender, or other demographic characteristics. Background variables, such as whether or not mentored and un-mentored youth have different characteristics that predispose or bias them for selection or exclusion from mentoring programs, is not possible to determine with this preliminary study. Whether youth at risk are mentored or not in Russia has more to do with the availability of mentoring programs and the uneven implementation of such programs.

## Discussion

This narrowly focused study on the perception of mentors by youth who were institutionalized or family-based must be placed in the context of evolving changes in social services available to children and youth in

the Russian Federation. The massive economic, political, and social disruptions that occurred in the transition from the Soviet Union to the Russian Federation continue to present challenges. While attempts to improve the systems of child protection and welfare are taking place and progress is evident, more research and studies are needed (Rudnicki, 2012). The development of new approaches and programs often evolve with limited evaluation on effectiveness (Bindman, Kulmala, & Bogdanova, 2019).

The present study does indicate that the push for de-institutionalization may have unforeseen risks. Based on the findings, it is apparent that youth who are family-based and at risk may need attention paid to their psychosocial development through mentorship programs in ways that had not been previously anticipated, and that the development of mentoring relationships for youth who are family-based and at risk should be a priority. Research indicates that while some youth will form supportive relationships with a non-parental adult, for many this will be elusive as they reach adulthood and transition out of family-based care (Aherns, DuBois, Richardson, Fan, & Lozano, 2008; Kupersmidt, Stump, Stelter, & Rhodes; 2017). Families with youth placed in their care will need family services, training, and support. A sound mentoring program may hold the potential for meeting the critical needs of youth who are family-based and at risk in developing emotionally, as well as in achieving productive, successful, and healthy adult lives (Spencer, Collins, Ward, & Smashnaya, 2010).

## **Implications of the Study**

The Russian Federation is changing the format, scope, and range of services to children and youth who are at risk. These are exciting developments, but more research is required in order to develop evidence-based services. Mentoring programs to youth at risk are a case in point. As underscored by this study, the type of mentor, expectations of the mentor, and the needs of children and youth in family-based services must be taken into consideration when programs and practices are developed

(Raposa & Rhodes, 2016). Likewise, the cultural and social considerations of Russian society must also be taken into consideration when recruiting, training, and implementing mentoring programs to work with populations that are vulnerable (Weiler, Boat, & Haddock, 2019). Social workers, policy-makers, and administrators of social programs must look beyond the wholesale import of foreign-based models and build a robust, evidence-based examination of how best to meet the needs of youth who are at risk.

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## Appendix 1

<b>Questionnaire</b>
Year of birth, gender, region
<b>Question 1.</b> Specify how well does each of the following characteristics describe the attitude of the world to you personally?
Agree, disagree, not sure
<b>The World as a whole</b>
Friendly, good, fair, kind, add a line
<b>Adults</b>
Friendly, good, fair, kind, add a line
<b>Peers</b>
Friendly, good, fair, kind, add a line
<b>Question 2.</b> Please choose one of the answers to the question:
“Will you be close to, or communicate (be friends) with a person of your age if he ....?”(give an answer for each line)
Yes, no, I don’t know.
Other nationality, other faith, has another outlook on life, with disabilities, has a criminal past, brought up with parents, arrived from another region, add your answer
<b>Question 3.</b> Read carefully each statement and note how it suits you, answering the question “I tend to do so”
Choose your answer: very rarely, rarely, often, very often, add your own answer: find mistakes in your work by yourself and correct them; cope with tasks without help from others; to understand the causes of mistakes and try to take them into account in the future; to plan, to estimate your forces; be determined, adventurous, active; bring started business to an end; add a line
<b>GOALS</b>
<b>Question 4.</b> Read the entire list to the end and mark 5 most important life goals for you, which you definitely want to achieve.
To choose a few answers: prove yourself, your abilities; a good job you really like; good, loyal friends; family; love; travel the world; own business; emotional balance; children; independence; not a difficult job; material welfare; admission by others, glory; other; add option
<b>Question 5.</b> Mark three most important conditions for achieving your life goals; good education; personal appearance; self confidence; useful network; entrepreneurship; money; hard working; workaholic; responsibility; professionalism; cunning, prudence; support from relatives; other

(continued)

**Appendix 1 (Continued)**

<p><b>Question 6.</b> For each statement, select the answer to the question:                  "I am ready(ready) to achieve my goals...?"</p>
<p>Answer choice: Yes, no, maybe don't know, add your own answer</p>
<p>To endure inconveniences; study long and hard; move to another city; to improve your appearance; work seven days a week; compete with other people, strive to be better than them; develop your abilities and intelligence; work for little money at the beginning; enter a marriage of convenience; change your character; work without employment record and benefits package; sacrifice principles; break the law; to endure the unfriendly attitude; lie; add the answer</p>
<p><b>Question 7.</b> Did you live separately from your parents for a long time in your childhood?</p>
<p>To choose a few from the list: boarding school; in sports boarding school; in the military boarding school; in the social rehabilitation center for minors (shelter); in the organization for orphans and children left without parental care; in foster care; with relatives; I have no such experience; other; add your own version</p>
<p><b>EDUCATION</b></p>
<p><b>Question 8.</b> What kind of education do you want?</p>
<p>To mark a few from the list: Secondary General (9 years); Secondary General (11 years); Secondary professional (college, technical school); Several secondary vocational education; Higher (Institute, University, Academy); other; add option</p>
<p><b>Question 9.</b> Note three reasons why you consider it necessary to get an education:</p>
<p>To mark a few from the list: work abroad; become an educated and cultured person; influence on people I respect; have a profession; to be financially secure; to be on a fixed state support; succeed in life; have a good time as a student; to continue the family tradition; most of my friends are getting an education; other; add an option</p>
<p><b>Question 10.</b> Choose a statement that is more in line with your views.</p>
<p>The level of education must correspond to the chosen specialty.</p>
<p>Everyone should strive to have a higher education.</p>
<p>Education does not matter for success in life</p>
<p>Add option</p>

(continued)

**Appendix 1 (Continued)**

<b>Question 11.</b> You are currently studying. Choose one answer: in school; in college (college); at the institute (university, academy); working (go to question 17); I do not study and do not work (go to question 17); add option
<b>Question 12.</b> Please indicate which profession or specialty you are getting text
<b>Question 13.</b> Most often after classes in college (school, institute) you:
Check no more than three items: immediately go home; remain in college (school, Institute) to communicate with friends; you stay in college (school, Institute) for rehearsal or training, additional classes in subjects; go with friends from college (school, Institute) somewhere to spend time together; go to class or practice session, a rehearsal in another location; go to a meeting with friends not from college (school, Institute); other
<b>Question 14.</b> Do you have any favorite subjects in college (school, institute) that you try not to miss and in which you are interested:
There is one a favorite subject
There are 2–3 favorite subjects
Half of the subjects are my favorite
I like all subjects
I don't have any favorite subjects.
I don't like all subjects
add option
<b>Question 15.</b> At the end of the winter session (first half) you have:
Select from the list
No debts were due
There is a debt on one subject (perhaps, due to a disease)
There are debts on several programs (possibly due to illness)
There were debts, but now everything has been handed over
There is an unsatisfactory evaluation
Other
Add option
<b>Question 16.</b> What would you like to change in your education in college (school, institute)?
Select three items: change schedule; more time to devote to classes; change teachers in some subjects; to add more practical courses; to add more physical education classes; open more sports sections, clubs; improve the learning environment (canteen, computers, textbooks, etc.); study well; to change careers; to change the college; other.

*(continued)*

**Appendix 1 (Continued)**

<p><b>Question 17.</b> There are no right or wrong answers here, as only your opinion matters.</p>
<p>Choose the answer that best reflects your opinion: 1 - no 2 - rather no 3 - rather Yes 4 - Yes.</p>
<p>Try to answer each question. No 1 2 3 4 Yes</p>
<p>My peers usually like me; sometimes everything I do seems useless to me; I have a better relationship with adults than with peers; sometimes I think nobody cares about me; I'm almost always confident in my own decisions; often I prefer to "go with the flow"; I feel like life is passing me by; I am quite sure that I will be able to achieve what I have planned; Sometimes, life seems boring and colorless to me; I can always influence the result of what is happening around; I have at least one good friend; I don't have the tenacity to finish what I started; I often volunteer to help others (adults, peers, children); I always keep my promises; others often tease or bully me; sometimes I like to brag; my strength and abilities are quite consistent with the tasks that life puts before me; I try to help if someone is upset, hurt or sick; I try to help if someone is upset, hurt or sick; my sense of self-esteem is a little dependent on what I have achieved; it's easy for me to accept my weaknesses usually share with others (food, things, etc); I need someone to be out there for me so I don't feel helpless; I can trust my own judgment.</p>
<p><b>BUSINESS</b></p>
<p><b>Question 18.</b> Please check how regularly you perform each of the cases. Multiple choice: every day; every week; every month; don't do; add your answer</p>
<p>Dishwashing; washing clothes; garbage removal; cooking; buying groceries; payment of utility bills; ironing; shoe care; small repair of clothes; cleaning; telephone bill payments; purchase of household goods; add a line</p>
<p><b>Question 19.</b> When buying the product you need, you pay attention primarily to:</p>
<p>To choose a few from the list: product composition; packaging; shelf life; cost; manufacturer's; I do not buy groceries; other</p>
<p><b>Question 20.</b> Select the most appropriate answers to the question: "I most often use the Internet for ..."</p>
<p>To choose a few from the list: news views; social media networking; search for information on study or work; view the Billboard (sporting and cultural events); search for information about institutions or organizations; purchase of goods; buy tickets; training (tutor on Skype or online courses); search and download music or games; network game; finding tips for life other</p>

(continued)

## Appendix 1 (Continued)

<p><b>Question 21.</b> When searching for information on the Internet I usually (to choose a few from the list): almost always use the information from the first site opened by me; before applying compare information with several sites; I'm not looking for information on the Internet, other</p>
<p><b>Question 22.</b> Note which institutions you visited on your own, without assistance, and got what you asked for: tax inspection; passport office; legal advice (notary); pension fund; the guardianship authorities; bank; medical clinic; police office; repair service; social assistance center or social service center; charitable organization (foundation); other</p>
<p><b>Question 23.</b> Going to any institution, you usually: specify the schedule; take your passport with you; find out who exactly you need to contact; check if you have all the necessary documents; you ask one of friends to go together with you; take cash with you; specify how much time it will take to get there; I don't go to institutions without an adult; other</p>
<p><b>Question 24.</b> How often do you take your personal documents with you? Multiple choice: birth certificate; passport; medical policy (insurance voucher); military ID; employment record; student card; the certificate of registration with the tax authorities and SS assignment; SNILS (Insurance Number Of individual personal account of the citizen in the pension insurance system); Savings records (Bank card); add a line</p>
<p><b>Question 25.</b> Every day a person had to solve different issues. He can do it on his own or with other people. And how do it on his own or with other people. And how do you usually solve everyday issues, such as visiting a doctor?</p>
<p>To choose one from the list: independently, by yourself; with the participation of friends; with the assistance of parents, relatives; with the participation of educators, teachers; <b>with the mentors' assistance</b>; I have not had such situations; other</p>
<p>Purchase of medicines. To choose one from the list: independently, by yourself; with the participation of friends; with the assistance of parents, relatives; with the participation of educators, teachers; <b>with the mentors' assistance</b>; I have not had such situations; other</p>
<p>Expenditure of personal funds. To choose one from the list: independently, by yourself; with the participation of friends; with the assistance of parents, relatives; with the participation of educators, teachers; <b>with the mentors' assistance</b>; I have not had such situations; other</p>

(continued)

**Appendix 1 (Continued)**

Purchase of food, groceries. To choose one from the list: independently, by yourself; with the participation of friends; with the assistance of parents, relatives; with the participation of educators, teachers; <b>with the mentors' assistance</b> ; I have not had such situations; other
Performing training tasks. To choose one from the list: independently, by yourself; with the participation of friends; with the assistance of parents, relatives; with the participation of educators, teachers; <b>with the mentors' assistance</b> ; I have not had such situations; other
Conflict resolution with adults. To choose one from the list: independently, by yourself; with the participation of friends; with the assistance of parents, relatives; with the participation of educators, teachers; <b>with the mentors' assistance</b> ; I have not had such situations; other
Resolving conflicts with peers. To choose one from the list: independently, by yourself; with the participation of friends; with the assistance of parents, relatives; with the participation of educators, teachers; <b>with the mentors' assistance</b> ; I have not had such situations; other
Problems related to violation of social norms and illegal actions? To choose one from the list: independently, by yourself; with the participation of friends; with the assistance of parents, relatives; with the participation of educators, teachers; <b>with the mentors' assistance</b> ; I have not had such situations; other
Job or part-time job search. To choose one from the list: independently, by yourself; with the participation of friends; with the assistance of parents, relatives; with the participation of educators, teachers; <b>with the mentors' assistance</b> ; I have not had such situations; other
Purchasing clothes. To choose one from the list: independently, by yourself; with the participation of friends; with the assistance of parents, relatives; with the participation of educators, teachers; <b>with the mentors' assistance</b> ; I have not had such situations; other
Spending free time. To choose one from the list: independently, by yourself; with the participation of friends; with the assistance of parents, relatives; with the participation of educators, teachers; <b>with the mentors' assistance</b> ; I have not had such situations; other
Visiting institutions and organizations (passport office, Bank, police)? To choose one from the list: independently, by yourself; with the participation of friends; with the assistance of parents, relatives; with the participation of educators, teachers; <b>with the mentors' assistance</b> ; I have not had such situations; other

(continued)



**Appendix 1 (Continued)**

Planning classes and daily activities? To choose one from the list: independently, by yourself; with the participation of friends; with the assistance of parents, relatives; with the participation of educators, teachers; <b>with the mentors' assistance</b> ; I have not had such situations; other
Choice of music, games, movies, books? To choose one from the list: independently, by yourself; with the participation of friends; with the assistance of parents, relatives; with the participation of educators, teachers; <b>with the mentors' assistance</b> ; I have not had such situations; other
<b>CAREER</b>
<b>Question 27.</b> Specify the most likely place of your future work. To choose one from the list: state enterprise; private enterprise; own enterprise or self-employment; casual earnings; do not plan to work; I will work, and where- does not matter; other
<b>Question 28.</b> What is the approximate salary for your chosen speciality at the moment in your region? To choose one from the list: 5–10 thousand; 11–20 thousand; 21–30 thousand; 31–40 thousand; 41–50 thousand; 50–100 thousand; more than 100 thousand; I don't know; add option
<b>Question 29.</b> What is the amount of remuneration you expect to receive in the next three years?
Mark on a scale from 1 (least likely) to 10 (very likely): 5–10 thousand; 11–20 thousand; 21–30 thousand; 31–40 thousand; 41–50 thousand; 50–100 thousand; more than 100 thousand; I don't know; add option
<b>Question 30.</b> What do you expect from your future work? Choose three most appropriate options: decent pay; opportunity for professional growth; self-realization and self-assertion; prestigiousness; a sense of independence; ability to communicate; development of abilities; the ability to feel needed (self-realisation); comfortable working conditions; to benefit society; making full use of your knowledge; solving everyday problems; other
<b>Question 31.</b> Decision to start a family: yes, no, still thinking
<b>Question 32.</b> If you already have a family, please indicate the age when you created it.
To choose one from the list: Under 18; 18–20; 21–25;
<b>Question 33.</b> If you do not have a family yet, please indicate the approximate age when you plan to create it. To choose one from the list: Under 18; 18–20; 21–25; 26–30; 31–35; 36–40; after 40; add option

(continued)

**Appendix 1 (Continued)**

<p><b>Question 34.</b> What are the basic conditions necessary for you to create and maintain a family: write one paragraph</p>
<p><b>Question 35.</b> Do you consider registration of marriage in the registry office mandatory? Choose the answer: yes, no, not thought about this, other</p>
<p><b>Question 36.</b> How many children do you plan to have? 1; 2; 3; 4; 5; more than 5; I don't plan to have kids; other</p>
<p><b>Question 37.</b> If you have children, please indicate how old you were when the first child was born. Select one answer from the list: Under 18; 18–20; 21–25; other</p>
<p><b>Question 38.</b> If you do not have children yet, please indicate the approximate age at which you plan to have your first child. Choose one fro the list: Under 18; 18–20; 21–25; 26–30; 31–35; 36–40; after 40; other</p>
<p><b>Question 39.</b> Mark, who would you entrust the upbringing of yor child in the long term in difficult situations: your relatives; spouse's relatives; girlfriend (friend); state; aquantances; strange people; other</p>
<p><b>Question 40.</b> In your opinion, what is the probability of achieving your plans? Multiple choice: all plans will come true; less than half of the plans will come true; more than half of the plans will come true; add option; in education; in professional sphere; in the family sphere; in the material sphere; in the field of personal development; other</p>
<p><b>CHARITIES</b></p>
<p><b>Question 41.</b> Do you know what charities do? Choose one from the list: I know; I know approximately; I don't know; other</p>
<p><b>Question 42.</b> Choose what kind of work you took part in for charitable organizations: received gifts; received financial support; passed training; engaged in academic subjects; <b>I had (have) a mentor</b>; participated in the trip (tours); participated in master-classes; received advice; did not participate</p>
<p><b>Question 43.</b> When was it? Check all that apply: earlier than last year; last year; this year; currently taking; took for sure, but I don't remember when it was; never taken part</p>
<p><b>Question 44.</b> What are these charity organizations (name them).</p>
<p><b>Question 45.</b> Several events take place at the same time. Note the three activities you are most interested in: personal growth training; communication training; financial management training (financial literacy); internet literacy classes; lesson in computer science, sporting event programming; city quest; additional classes in the subjects you are currently studying; role play; performance; masterclass; competition with valuable prizes; I'm sorry, but it doesn't suit me, other</p>

(continued)

**Appendix 1 (Continued)**

<b>Question 46.</b> If you were the head of a charity, who would you help and how would you help? Write
<b>Question 47.</b> Do you know the organization, institution, service that can help you personally? Yes; no; other; if yes, please, write its name
<b>Question 48.</b> Do you have a specific person you can turn to in a difficult moment? Yes there is, and not one; there is such a person; perhaps there is; there are no such people; I don't know who to call if anything happens; other
<b>Question 49.</b> Who do you think the <b>mentor</b> is? Choose from the list:
The one who teaches, controls, and educates
Someone who can help with advice or example at work/in practice in College/in the workshop/in sports
The one who helps to solve daily problems and difficulties (household issues, paperwork, going to the doctor, etc.)
The one with whom you can have fun, walk, go to the movies, cafes, etc.
Someone with whom you can discuss personal issues and gain understanding and support
Other
Add your own version
<b>Question 50.</b> Was there such a person in your life? Choose the answer: yes; no; other; add your answer
<b>Question 51.</b> If so, what did he help you with? Write
<b>Question 52.</b> If not, would you like such a person to be in your life? To choose one from the list: yes; no; hard to say; other; add your answer
<b>Question 53. What kind of mentor would you like for yourself?</b> Choose several answers
The one who teaches, controls, and educates
Someone who can help with advice or example at work/in practice in college/in the workshop/in sports
The one who helps to solve daily problems and difficulties (household issues, paperwork, going to the doctor, etc.)
The one with whom you can have fun, walk, go to the movies, cafes, etc.
Someone with whom you can discuss personal issues and gain understanding and support
Other
Add your own version

(continued)

**Appendix 1 (Continued)**

**Question 54.** Please indicate where you currently reside. Choose from the list: in the apartment on my own; with friends in the apartment; with relatives in the apartment; with persons replacing parents in the apartment; in the dormitory of the educational institution; in the organization for orphans; in the center of social adaptation; other; add your answer

**Your wishes and suggestions to the survey organizers:**

If you want to know what we did, leave your email address or a link to the address in social networks, we will send the results:

Thanks for participating!