E-Mentoring

Developing digital competencies and innovative solutions to support e-mentoring for unemployed young people

Training Curriculum on Digital Competencies and Solutions to support e-Mentoring

Project Result 1: Training Curriculum on digital competencies and solutions to support e-mentoring

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Introduction

The aim of the E-MENTORING project is to develop the digital competencies of mentors from youth-serving organizations and equip them with innovative solutions to support e-mentoring programmes for unemployed young people.

E-MENTORING project will face this challenge by means of addressing the following objectives:

- Support the adaptation of mentors to the new digital environment, by means of increasing the capacity and readiness of youth-serving organizations to manage an effective shift towards digital education and training.
- Upskill digital competences of mentors and youth-serving organizations and their expertise in the use of digital tools to support unemployed young people.
- Design, test, adapt and apply new methodologies and ICT-based tools to train mentors and youth-serving organizations in the use of innovative solutions to support e-mentoring.

To this purpose, the consortium will co-design, develop, test and mainstream the following innovative and OER freely accessible project results:

- A **Training Curriculum on digital competencies** for mentors and youth-serving organizations, defining for the first time the competencies, knowledge and skills needed to support e-mentoring programmes for unemployed young people.

- An **Online Platform of Open Educational Resources** including several elements of innovation such as an Online Digital Database, Theoretical and Pedagogical Basis and a Blended learning course, an ICT-based educative training resource focused on teaching development of digital competencies and solutions to support e-mentoring.

- **Guidelines and recommendations on supporting e-mentoring for unemployed young people.** A Policy set of recommendations to facilitate transferability and replicability of the project results in intermediaries and youth-serving organizations working to support e-mentoring for unemployed young people.

Mentors and youth-serving organizations are the main target users of the project results and final beneficiaries are unemployed young people. The E-MENTORING project will have a positive impact in partners and other youth-serving organizations in Europe, developing the digital competencies of mentors to support e-mentoring programmes; in mentors, extending and developing their digital competencies and accessing to innovative solutions to support e-mentoring, in unemployed young people, increasing their engagement, collaboration and retention to actively participate in civic or social processes in communities they live in; and in stakeholders, accessing to innovative solutions to support e-mentoring.

Training Curriculum

Based on a learning outcomes-oriented approach which aligns with EQF and ECVET methodologies and tools, the E-MENTORING Training Curriculum aims to define and support the recognition of the skills, knowledge, and competences that mentors and youth-serving organizations require to effectively support e-mentoring programmes for unemployed young people.

Furthermore, the E-MENTORING Training Curriculum aims to facilitate the assessment of relevant learning outcomes according to ECVET methodology and equip mentors and youth-serving organizations with a methodology to facilitate and enhance the development, transfer and recognition of Learning Outcomes in the support of e-mentoring programmes for unemployed young people through guidance, training and validation of non-formal and informal learning, at a national and European level while setting out a potential avenue for future processes related to recognition, validation and certification of this profile.

To do so, the partnership has worked on the following items to achieve the Training Curriculum:

- Setting up of the Theoretical Framework analysing European and National Qualification Frameworks.

- Defining the Competence Framework and creating the Learning Units.

- Developing the Learning Outcomes expressed in terms of Knowledge, Skills and Responsibility and Autonomy.

The Training Curriculum is an Open Educational Resource (OER) available in English and all the languages of the consortium and is accessible through the project website.

Description of the elements included in the Learning Outcomes

Aim

Overall description of the purpose, intention, or objective of the Unit.

Learning Outcomes

Knowledge

Collection of facts, principles, theories, and practices related to the field of studies or professional activity.

Skills

Ability to apply knowledge and use the acquired resources to complete tasks and solve problems. It may be cognitive (use of logical, intuitive, or creative thinking) or practical (implying manual skills and the use of methods, materials, tools, and instruments).

Responsibility and Autonomy

Ability to develop tasks and solve problems of a higher or lower degree of complexity and different degrees of autonomy and responsibility.

E-MENTORING Training Curriculum is aimed at EQF level 4:

Qualification level	Knowledge	Skills	Responsibility and Autonomy
4	Factual and theoretical knowledge in broad contexts within a field of work or study	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	Exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities

Each unit corresponds to 1 ECVET point and each ECVET point is set to 25 hours of blended learning (contact, hands-on practice, autonomous studying, and assessment).

Units of Learning Outcomes

Unit 1

e-Mentoring Basis

Unit 2

e-Mentoring Tools

Unit 3

e-Mentoring Communication
between Mentor and Mentee

Unit 4

e-Mentoring Unemployed Youth

Unit 5

Motivation in the digital environment

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Unit 1: e-Mentoring Basis

AIMS

This unit aims to understand the meaning of e-mentoring and the types of programmes that can occur in the digital environment, as well as to guide the future e-mentor on what his/her role is and how to structure a programme.

ALLOCATED ECVET POINTS

This unit corresponds to 1 ECVET point (25 hours of blended learning), which can be organised as in the following proposal:

1 point (25 hours of blended learning)	Total learning hours	ECVET points
e-mentoring specifications	5	0.2
Difference between mentoring and e-mentoring	5	0.2
e-mentoring models	5	0.2
Structure of an e-mentoring programme	5	0.2
Mentor and mentee's roles	5	0.2
Totals	25	1

LEARNING OUTCOMES

Upon competition of this Unit, the adult educator will be able to:

Knowledge

K1. Define e-mentoring in terms of its function, purpose, and specific challenges.

K2. Distinguish between e-mentoring models.

K3. Identify the stages and structure of an e-mentoring programme.

K4. Recognise the ethics and differences between the roles of mentor and mentee.

Skills

S1. Demonstrate the importance of e-mentoring to support unemployed young people.

S2. Analyse different models of e-mentoring for the support of unemployed young people.

S3. Use methodologies, tools and resources to implement and monitor an e-mentoring programme.

S4. Plan the different phases of an e-mentoring programme.

Responsibility and Autonomy

C1. Evaluate the factors that determine the success of e-mentoring programmes.

C2. Assume responsibility and act independently in terms of choosing and adapting which methodology is relevant for each situation.

C3. Monitor work processes of unemployed young people and their e-mentoring process.

Unit 2: e-Mentoring Tools

AIMS

This unit aims to enable adult educators to perform mentoring in an online environment by using management tools, intervention tools, organizational tools, action plans, assessment tools, online tools for icebreaking and support tools (apps, online-docs, questionnaires).

ALLOCATED ECVET POINTS

This unit corresponds to 1 ECVET point (25 hours of blended learning), which can be organised as in the following proposal:

	Total learning hours	ECVET points
1 point (25 hours of blended learning)		
Communication tools	5	0.2
Tools for documentation	5	0.2
Tools to support the process	5	0.2
Overcoming challenges in e-mentoring	5	0.2
Practice and guided reflection	5	0.2
Totals	25	1

LEARNING OUTCOMES

Upon competition of this Unit, the adult educator will be able to:

Knowledge

K1. Name a comprehensive set of tools to be used in mentoring.

K2. Recognize tools that are appropriate for using in an online mentoring session or process.

K3. Determine an action plan for an online mentoring process.

Skills

S1. Conduct a mentoring session using adequate tools.

S2. Use the right tools in an online mentoring session or process.

S3. Follow through a(n online) mentoring process.

Responsibility and Autonomy

C1. Instruct colleagues on how to use support tools in an online mentoring process.

C2. Share experience and provide recommendations about which tools to use in online mentoring.

C3. Assume full responsibility over action planning in a mentoring process and being able to adapt the plan according to the needs of the process.

E-Mentoring

Unit 3: e-Mentoring Communication between Mentor and Mentee

AIMS

This unit aims to improve the competence of the learner in identifying and explaining the practical principles and approaches to interpersonal communication and relationship management in digital environments (asynchronous and synchronous approaches). Moreover, the unit aims to provide the learner with a deep understanding of how the process of establishing trust and setting boundaries are fundamental to building and maintaining professional, meaningful relationships.

ALLOCATED ECVET POINTS

This unit corresponds to 1 ECVET point (25 hours of blended learning), which can be organised as in the following proposal:

1 point (25 hours of blended learning)	Total learning hours	ECVET points
Interpersonal communication in a digital environment	10	0.4
Trust and boundaries between Mentor/ Mentee	5	0.2
Strategies to individual contributions	5	0.2
Active listening and commitment	5	0.2
Totals	25	1

LEARNING OUTCOMES

Upon competition of this Unit, the adult educator will be able to:

Knowledge

K1. Describe the characteristics of fruitful, professional communication in digital environments.

K2. Explain the characteristics, role and importance of interpersonal communication and relationship management.

K3. Recognize the establishment of trust and definition of boundaries as being the core of building and maintaining relationships.

Skills

S1. Identify possibilities and challenges in Digital communication, including the fundamental practical principles to asynchronous and synchronous formats.

S2. Establish and build interpersonal relationships in a digital environment.

S3. Employ strategies that serve to recognize and emphasize the value of participants' individual contributions.

S4. Demonstrate an ability to engage in active listening, and a commitment to the goals of the respective mentees.

Responsibility and Autonomy

C1. Can facilitate professional mentoring digitally.

C2. Ability to assume responsibility of interpersonal communication and manage relations when mentoring digitally.

C3. Take responsibility for evaluating and preparing mentoring-sessions based on active listening to the mentees implicit and explicit feedback.

Unit 4: e-Mentoring Unemployed Youth

AIMS

This Unit aims to lead the adult educator in to develop and/or improve the knowledge, skills and competences to conceive e-mentoring programmes for unemployed youth focusing on understanding each participant needs and social location, developing job search skills, job search techniques, active participation, netiquette and intercultural awareness.

ALLOCATED ECVET POINTS

This unit corresponds to 1 ECVET point (25 hours of blended learning), which can be organised as in the following proposal:

1 point (25 hours of blended learning)	Total learning hours	ECVET points
Social location and intercultural awareness	5	0.2
Job searching skills and techniques	10	0.4
Active participation	5	0.2
Netiquette	5	0.2
Totals	25	1

LEARNING OUTCOMES

Through this unit's completion, the adult educator will be able to:

Knowledge

K1. Have knowledge of the social location and the mentee intercultural awareness.

K2. List the core skills and job searching techniques needed to conduct an effective job search.

K3. Define active participation.

K4. Explain the rules of netiquette.

Skills

S1. Devise e-tools to assess the mentee intercultural competence.

S2. Plan e-mentoring sessions aiming to boost the mentee job searching skills.

S3. Select case studies, to use in e-mentoring sessions, about active citizen participation.

S4. Create guidelines for mentees concerning appropriate and safe internet communications.

Responsibility and Autonomy

C1. Assess the needs, social location, and cultural competence of the mentee in order to determine the goals for the e-mentoring relationship.

C2. Conduct the mentee in practising different job search techniques.

C3. Support the mentee in reflecting on own active participation skills.

C4. Orient the mentee in building an appropriate digital footprint.

Unit 5: Motivation in the digital environment

AIMS

This Unit aims to help learners to identify the challenges and the motivations strategies in digital environments. This includes the identification and utilization of appropriate self-esteem and confidence building techniques tailored to the individual and his/her special conditions. The Unit also aims to support the learner to identify the risks, which are associated with young people and the e-learning environment. The incorporation of youth 'voices' and choices in the process of guidance is also an aim that the Unit addresses.

ALLOCATED ECVET POINTS

This unit corresponds to 1 ECVET point (25 hours of blended learning), which can be organised as in the following proposal:

1 point (25 hours of blended learning)	Total learning hours	ECVET points
Challenges in the digital environment	5	0.2
Appropriate motivational techniques	5	0.2
Self-esteem and confidence building techniques	5	0.2
Identification and assessment of risks	5	0.2
Incorporation of young people's 'voices'	5	0.2
Totals	25	1

LEARNING OUTCOMES

Upon competition of this Unit, the adult educator will be able to:

Knowledge

K1. Identify the challenges, risks and safety principles that the digital environment encompasses for young persons.

K2. Recognize what demotivates youngsters in e-learning environments and guidance.

K3. Have sufficient knowledge of motivational techniques, appropriate self-esteem and confidence building practices.

K4. Remember to listen actively the 'voices' and preferences of young persons.

Skills

S1. Analyse exhaustively the challenges and risks that the digital environment implies for youngsters.

S2. Illustrate the factors that demotivate youngsters in e-learning environments.

S3. Adapt the proper motivational techniques, self-esteem and confidence building practices according to the individual(s) and the different conditions.

S4. Illustrate active listening skills to young people.

Responsibility and Autonomy

C1. Instruct and motivate young trainees to act productively and with safety in the digital environment.

C2. Act independently to identify and respond to challenges and obstacles in the process.

C3. Maintain consistent communication with trainees in the process for continued support and boost motivation.

C4. Emphasise the importance of self-confidence and encourage practices that may enhance it.