



e-Mentoring: New skills and competencies for new jobs

Final Report

Public Part

Project information

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Executive Summary

The main aim of the project was to improve the quality of employment-related learning process and its accessibility to students from High Education (HE) and Vocational Education and Training (VET) institutions and adults by developing ICT-enabled learning solutions for e-Mentoring.

The Project's target audience was the following:

- High education institutions;
- Vocational education and training institutions;
- Adult education centres, non-governmental organisations, community centres working in the field of social inclusion;
- Public and private organizations willing to implement e-Mentoring Model at their workplaces.

The main project objectives were:

- to fulfil the comparative analysis of existing mentoring practices in three educational sectors (HE, VET, adult education (AE)) and identify the best tools and practices transferable to common e-Mentoring model;
- to develop and test experimental educational approach based on innovative integration of e-Learning platform for e-Mentoring process (on Moodle) with Open Educational Resources (OER) for self-directed learning (on Web 2.0) for 3M-Actors:Manager, Mentor, Mentee.
- to support remote independent and collaborative peer learning in the group via developed e-Mentoring model, ensuring confidentiality of e-Mentoring process;
- to increase learning capacity of e-Mentoring by integrating OERs for self-directed learning on employability and entrepreneurship published using Web 2.0 tools;
- to ensure multiplication effect on e-Mentoring model via Social Networks of managers, mentors and mentees/learners;
- to create the basis for mainstreaming the European e-Mentoring model, developed and tested in three educational sectors, into educational policies of HE, VET and AE institutions, as well as into recruitment strategies of enterprises.

The Project had the Consortium of nine partners: eight from six EU countries (Bulgaria, Finland, Germany, Italy, Lithuania and United Kingdom) and one from the United States of America, with high level of expertise, which was necessary for the development of planned outcomes. The main skills and competences of the Consortium comprised the high social research skills and experience in the field of social inclusion, ICT-enabled environments and special professional skills in organizing and promoting mentoring and training.

During the project's lifetime the Consortium developed the following major outcomes: e-Learning platform for e-Mentoring process with e-Guidebook "Management of e-Mentoring on Employment-related issues" (in EN, BG, DE, FI, IT, LT languages); Self-directed e-learning courses on e-Mentoring process for 3M-Actors (Managers, Mentors and Mentees) with instructions for learners; Open Educational Resources on Employability and Entrepreneurship (in EN, BG, DE, FI, IT, LT languages); groups on Social Networks for Managers, Mentors and Mentees to promote e-Mentoring Model worldwide.

The quality and effectiveness of the developed outcomes were assessed by the participants of e-Mentoring, during the pilot sessions, national seminars and trainings organised by project partners, as well as by the external evaluators.

For dissemination purposes two leaflets containing information about the project and e-Mentoring Model were published in EN, BG, DE, FI, IT, LT languages, as well as two e-Newsletters about the project's progress have been developed and sent to project's partners for further dissemination within the various networks on national and European levels. Project's website www.e-mentoring.eu internal platform for project management contains all the outcomes of the project available for download. The optimal use of the results beyond the partnership, during and beyond the lifetime of the project has been ensured by the Final international Conference "e-Mentoring – Innovative Learning Pathway for Employability and Entrepreneurship" with

participation of 80 participants and by promotional contacts with adult educators, adult education organisations at national level for further use of the developed e-Mentoring Model.

In order to discuss the need and potential of e-Mentoring in education process, in study programmes at HE, VET, AE institutions and benefit for enterprises to provide mentors, eight national Cooperation seminars for 135 participants have been organised. Thirteen national Round-table discussions for 157 participants were organised to discuss the final results of the project and define the Recommendations for mainstreaming e-Mentoring model on employability/entrepreneurship into educational policies of High Education, Vocational Education and Training, Adult Education institutions and into recruitment policies of enterprises.

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1. Project Objectives

Project **objectives** were:

- to overview situation in partner countries on potential and challenges of implementing of e-Mentoring on employment-related issues in the learning process in 3 educational sectors, in particular for groups of risk of exclusions (immigrants, minority, unemployed, etc.);
- to identify the potential of ICT to address the common learning needs on new skills /competences for new jobs for students at HE institutions and VET institutions and adult learners by implementing e-Mentoring with mentors from business surroundings;
- to fulfil the comparative analysis of existing mentoring practices in three educational sectors (HE, VET, adult education (AE)) and identify the best tools and practices transferable to common e-Mentoring model;
- to develop ICT-enhanced learning solutions to support e-Mentoring as remote peer learning enabling learners/mentees to apply obtained new skills/competences to get employment or start own businesses;
- to ensure effective management of e-Mentoring process in all partnership languages;
- to collect good practical exercises suitable for effective self-learning on employability and entrepreneurship;
- to develop and test experimental educational approach based on innovative integration of e-Learning platform for e-Mentoring process (on Moodle) with Open Educational Resources (OER) for self-directed learning (on Web 2.0) for 3M-Actors: Manager, Mentor, Mentee;
- to ensure the open access to practical exercises for wide audience of students from HE and VET institutions and adults for self-directed learning;
- to collect and analyse existing training curricula for 3M-actors in three educational sectors: HE, VET, AE;
- to increase learning capacity of e-Mentoring by integrating OERs for self-directed learning on employability and entrepreneurship published using Web 2.0 tools;
- to identify common learning outcomes and content of training courses for all three educational sectors;
- to develop self-training e-Learning courses for managers, mentors and mentees/learners on the basis of needs analysis;
- to test training courses and publish them using Web 2.0 tools;
- to organise European pilot training on e-Mentoring for 13 managers-multipliers to facilitate their work in organizing national pilot e-Mentoring sessions;
- to organise national pilot trainings for 33 mentors-multipliers to facilitate their work with mentees on e-Mentoring platform;
- to organise national pilot trainings for 65 learners/mentees (students from HE and VET institutions and adult learners from AEC/NGOs with special emphasis on disadvantaged persons) to prepare them for e-Mentoring process;
- to assess transversal usage of e-Mentoring model in HE, VET, AE by organizing 9-months duration 17 national pilot groups in 12 educational institutions involving in total 65 learners/mentees: 21 students from HEI, 12 students from VET institutions, 32 socially disadvantaged adults;
- to support remote independent and collaborative peer learning in the group via developed e-Mentoring model, ensuring confidentiality of e-Mentoring process;
- to organize evaluation procedure for internal assessment of quality of project management and outcomes;
- to develop website and other effective multilingual dissemination materials;

- to organize Final international Conference to introduce project's outcomes and to discuss project's sustainability;
- to ensure wide and effective dissemination campaign at local/national/European level through active involvement of associated partners and their available networks;
- to organise national events to convince end-users (decision makers and teachers in HE, VET, AE) to apply developed e-Mentoring model as a part of learning process at their institutions;
- to ensure multiplication effect on e-Mentoring model via groups for managers, mentors and mentees/learners in Social Networks;
- to create the basis for mainstreaming the European e-Mentoring model into educational policies of HE, VET and AE institutions, as well as into recruitment strategies of enterprises by developing Recommendations for mainstreaming e-Mentoring model into educational policies of HE, VET, adult education and into recruitment policies of enterprises.

Target groups reached during the lifetime of the project, the impact upon them and benefits to them are the following:

The first short-term target group - 12 educational institutions: 3 High education (HE) institutions, 4 Vocational education and training (VET) institutions, 5 adult education centres (AEC)/NGOs), which piloted e-Mentoring for students and adults. This project impacted not only individuals, but the whole institutions; they took part in pilot e-Mentoring. The selected organizations ensured valorisation and especially sustainability of the project by further development and implementation of e-Mentoring model.

The second short-term target group – 109 learners (instead of 65 learners, planned within the project application): 35 students from HE institutions, 18 students from VET institutions, 56 adults with special emphasis on disadvantaged persons: immigrants, unemployed, ethnic minorities, who received nine months national piloting of e-Mentoring. The e-Mentoring contributed to the development of their skills and competencies, needed to cope with challenges in labour market, to seek actively for employment and/or establish own business.

The third short-term target group – 14 Managers of e-Mentoring process: 4 for HE, 4 for VET, 5 for AEC/NGOs received trainings on e-Mentoring to facilitate their work in organising national pilot of e-Mentoring sessions. They provided suggestions on improvements of e-Mentoring learning environments and tools as well as contributed to the dissemination of e-Mentoring model.

The fourth short-term target group – 55 employers/employees (instead of 32 persons, planned within the project application) from the selected organizations/institutions were trained as mentors to facilitate their work with mentees on e-Mentoring platform. Out of them 33 trained persons (instead of 16 persons, planned within the project application) were selected to participate in the national piloting of e-Mentoring as mentors. They provided suggestions on improvement of e-Mentoring learning environments and tools as well as contributed to the dissemination of e-Mentoring model. The further involvement of employers and employees was ensured by organising national Round-table discussions and International conference “e-Mentoring – Innovative Learning Pathway for Employability and Entrepreneurship” in Lithuania at the end of the project.

The fifth short-term target group – 43 Managers-multipliers of e-Mentoring process, who are registered as users of Social Networks for Managers. They interacted with the help of moderators and discussed openly the importance of e-Mentoring as a part of learning process of last year graduates of HE, VET and adults looking for a job or starting own business.

The sixth short-term target group – 56 Mentors-multipliers from business surroundings (employers/employees), who are registered as users of Social Networks for Mentors. They interacted with the help of moderators and discussed openly: the benefit of mentorship for

them and their enterprises; how to improve the recruitment policies at enterprises by using e-Mentoring; how mentoring could help to create new business partnership between mentor and mentee/learner.

The seventh short-term target group – 176 students from HE, VET institutions and adults, who are registered as users of Social Networks for Mentees. They interacted with the help of moderators and have discussed openly: benefits of e-Mentoring with mentors from business surroundings; empowerment of mentees by real working experience; increase of skills and competencies to get employment or to start own business. These learners are acting as multipliers encouraging other learners to apply e-Mentoring.

The project has established the network of six associated partners, which helped the Consortium to reach the above-listed target groups. They belong to selected by project target groups, and have contacts with similar organizations from the other EU Member States, as well as from the national and European networks. The associated partners from public VET and HE sectors include vocational school, municipality, business employers' association, technological college and consultation enterprise/non-profit foundation. They contributed to the sustainability of the project through increasing cooperation among VET institutions, enterprises, social partners, decision-makers while implementing e-Mentoring model at their national level.

2. Project Approach

The main idea of the project was to identify and use of ICT-enabled learning solutions (web 2.0, Moodle, etc.) to develop and implement e-Mentoring method. The project suggested e-Mentoring model as new learning pathway to improve skills and competencies of students of High education, Vocational and educational training and adults on employability and entrepreneurship, which can stimulate and encourage personal achievements to re-/enter labour market. This innovative learning approach was based on collaborative learning in groups, on creative problem solving, experimental learning, critical thinking and creativity. The developed e-Mentoring model: supported remote, autonomous, independent learning facilitated by Mentors; created a possibility for learners to apply their knowledge immediately to practice; it also was very important for the last year students of universities and VET institutions, as well as for unemployed people to prepare themselves to re-/enter labour market by getting employment or starting their own business.

Project addressed common learning needs of students in High Education (HE) and Vocational Education and Training (VET) institutions and adults to get employment-related skills/competences for re-/entering fast-changing labour market. Blended Mentoring (face-to-face and online meetings) provided by Mentors (employers/employees) has proved itself in all three educational sectors as an effective learning process of integrating/preparing students and adults for employment or starting businesses. Thus, project created a possibility to share good practice experiences on mentoring in three educational sectors, to transfer best solutions into common e-Mentoring model, to enhance e-Mentoring process by integrating Open Educational Resources (OERs) for self-directed learning on employability and entrepreneurship into e-Mentoring model. ICT-enabled learning solutions (Web 2.0, Moodle, etc.) enhanced productivity and accessibility of e-Mentoring ensuring its common use in three educational sectors.

During the project implementation period the Consortium also developed the Self-training e-Learning courses for 3M-Actors (Managers, Mentors, Mentees). The courses are published openly with Web 2.0 tools and covered common learning needs on e-Mentoring management. Collection of good practices and exercises for increasing employability and entrepreneurship are developed as OERs to enhance e-Mentoring process. Three groups on Social networks were created to promote e-Mentoring model worldwide.

The project created the European e-Mentoring model to enrich educational policies in HE, VET and AE institutions and to improve quality of employment-related learning process and its accessibility for students/alumni. The project made e-Mentoring on employment-related issues widely-accessible, flexible and attractive for mentees/learners; it created the possibility for mentees to get employment-related expertise from mentors, who might work in another town and/or even country; it economised time of mentors and increased employers' interest in incorporating e-Mentoring into their recruitment policies.

During the project lifetime, the evaluation of the project was implemented at three levels:

- internal evaluation by the partnership;
- external evaluation by external expert;
- by involving learners into project implementation and evaluation.

In this context the project's evaluation strategy has been developed.

The internal evaluation strategy targeted the evaluation of the project management and its outcomes. The internal evaluation of the project management was based on standardized questionnaires, prepared by responsible partner from Bulgaria. The closed and open questions in the questionnaires referred to the different tasks within the project. The work of the project was evaluated six times in the project lifetime: the surveys were conducted shortly after each partnership meeting, as well as in the middle and at the end of the project. At these points, all partners had an actual overview of the state of the project, the management,

and the results of the last partnership meeting. After each of four international partnership meetings, in the mid-term of the project, the reports on internal evaluation on project management had been developed and sent to project partners in order to foster the improvements on project's tasks.

The external evaluators assessed the quality of the major outcomes of the project (State of Art Review Report, initial and final versions of e-Learning platform for e-Mentoring, Self-training e-learning courses for 3M-Actors, Dissemination strategy) and provided recommendations for improvements. External evaluators also evaluated the mid-term and final-term project implementation and management.

In order to ensure systematic and effective dissemination and exploitation of the project outcomes/results during and beyond the project lifetime, as well as beyond the project partnership, the valorisation strategy included variety of events to transfer the project's results to appropriate stakeholders at local/ national/European level.

During the first partnership meeting, partners agreed in details about the dissemination and exploitation strategies. The two leaflets about the project and about e-Mentoring model were developed in six languages of partnership (EN, BG, DE, FI, IT, LT), published in 8000 copies in total and widely distributed during national and European events. The project website www.e-mentoring.eu with internal platform for project management was designed, launched and the developed outcomes were added for further downloading in all available languages.

In total 310 dissemination activities by partners have been included to the dissemination report for the project implementation period (01.01.2011 - 30.06.2013). The total number of dissemination activities for introduction, promotion and distribution of the project's outcomes through various networks comprised: 170 activities on Local/Regional level, 46 activities on National level, 64 activities on European level and 29 activities on International level (1 without classification). A great number of people and institutions have been involved in the dissemination activity - 9719 people (plus 29000 reached by mass media) and 6449 organizations.

During the project implementation a wide range of the target groups were reached within and beyond the partnership: adult trainers, employers and managers from enterprises, employees, leaders and staff of NGOs, Higher Education and further training institutions, trade unions, researchers, HR Managers, politicians, representatives from public institutions, universities and representatives of EACEA, researchers, adult learners, etc. Project's information has been also provided to representatives from national authorities.

The main impact on target groups was envisaged by increasing the level of awareness of their representatives on possibilities and benefits of the e-Mentoring on the employment-related issues.

In order to encourage the end-users to apply the developed e-Mentoring Model in learning process at HE, VET, AE institutions and into recruitment policies of enterprises, the following 22 exploitation events were organized for 372 participants:

- eight Cooperation seminars in partner countries organized by partners locally with total participation of 135 stakeholders from around 100 public and private organisations;
- thirteen Round-table discussions in partner countries organized by partners locally with total participation of 157 stakeholders from around 110 public and private organisations;
- International Conference organized in Kaunas, Lithuania on 4th of June, 2013 with participation of 80 stakeholders. It was the main dissemination and exploitation event of the project.

In order to convince the end-users to adopt and/or apply the developed self-directed learning and training materials, project's outcomes, and partners also initiated other exploitation activities:

- two e-Newsletters about the project and its results with identification of the website have been developed and periodically sent to various European and national networks that project's partners are in contact with. The second e-Newsletter was published after the Final Conference aiming to inform the stakeholders and other interested persons about the e-Mentoring Model, results of this international event and the approved Recommendations. The partners of the project agreed to disseminate the e-Newsletter through their networks after the project's lifetime to assure the sustainability of the project;
- two Recommendations for mainstreaming e-Mentoring model on employability/ entrepreneurship into educational policies of High Education, Vocational Education and Training, Adult Education institutions and into recruitment policies of enterprises were discussed within final exploitation events, placed on the project's website, as well as sent to various national and international stakeholders. The Recommendations serve as an effective tool to ensure the sustainability of the project by influencing the policy and decision-makers to adapt and implement the developed e-Mentoring Model;
- three groups for Managers, Mentors and Mentees on popular Social networks (*LinkedIn* and *Facebook*) will continue to be moderated after the project's lifetime to facilitate the exchange of opinions about effectiveness of e-Mentoring in the learning process and to multiply the developed e-Mentoring model;
- the project's website www.e-mentoring.eu containing all project's results, self-directed learning and training materials will be operating at least for two years after project's lifetime;
- the Demo version of the e-Learning e-Mentoring platform on employment-related issues in all partnership languages (EN, BG, DE, FI, IT, LT) will provide for visitors of project's website/non-registered users an easy access to the e-Mentoring environment and different tools and documents important for the e-Mentoring process.

The project partners have been striving to ensure exploitation of the project's outcomes within educational and economic sectors by organising various dissemination and exploitation activities. All partners were encouraged to disseminate information about the project and its results after the project lifetime.

The linguistic and cultural issues have been appropriately addressed within the project, because:

- the main outcomes were developed in national languages of the partnership (EN, BG, DE, FI, IT, LT): the project's summary, the two leaflets about the project and e-Mentoring Model, OERs for Employability and Entrepreneurship, eGuidebook "Management of e-Mentoring on Employment-related issues", Management and monitoring tools for e-Mentoring, the e-Learning platform environment for e-Mentoring;
- the project's events were hold in EN, BG, DE, FI, IT, LT languages: Cooperation seminars, Round-table discussions, national trainings of Mentors and Mentees, national piloting of e-Mentoring, some of discussions of groups within Social Networks.

3. Project Outcomes & Results

The following main **products** and **results** were achieved during the project's lifetime:

Guidelines for research on educational needs had been developed in February 2011. This internal document helped partnership to maintain in-depth interviews with external experts on educational needs for e-Mentoring on employment-related issues in HE, VET, AE. The research defined ways of using ICT in mentoring process for enhancing learning opportunities of target groups to get new skills for new jobs and promote partnership between education and business sectors. The Guidelines served as a basis for State of Art Review Report.

This outcome covered the objective stated by the project: "to overview situation in partner countries on potential and challenges of implementing of e-Mentoring on employment-related issues in the learning process in 3 educational sectors, in particular for groups of risk of exclusions (immigrants, minority, unemployed, etc.)".

European Seminar "Mentoring on employability and entrepreneurship: success stories" was organised on 8th March 2011 in Helsinki (Finland). Thirty one participants, including project partners, national experts in mentoring beyond the partnership, entrepreneurs, representatives from the educational institutions, public organizations etc. had participated in the seminar. The seminar facilitated project partners to learn about and share experiences, success stories in mentoring on employability and entrepreneurship, as well as challenges in their countries. It also facilitated partners to perform the research on common learning needs of target groups for e-Mentoring and encouraged discussions on ways of using ICT (Web 2.0, Moodle etc.) for mentoring. The social partners and stakeholders have had discussions with the project partners during the seminar and gave their feedback on the project idea and ways of possible e-Mentoring model application in public/private institutions. The agenda of the seminar, *MS Power point* presentations of the key speakers as well as photos from this seminar are published on the project's website www.e-mentoring.eu.

The European Seminar covered the objectives stated by the project:

- to overview situation in partner countries on potential and challenges of implementing of e-Mentoring on employment-related issues in the learning process in 3 educational sectors, in particular for groups of risk of exclusions (immigrants, minority, unemployed, etc.);
- to fulfil the comparative analysis of existing mentoring practices in three educational sectors (HE, VET, adult education (AE)) and identify the best tools and practices transferable to common e-Mentoring model.

The State of Art Review Report "Educational needs for e-Mentoring on employability and entrepreneurship" has been developed in August 2011. The partnership in the beginning of the project agreed and defined in the Guidelines the following structure of the Report:

- **I part. (e-)Mentoring on employment-related issues (ERI) as an educational process**, which is an introductory part with explanations on the term of mentoring, the possible forms of mentoring, the aims and importance of mentoring, scientific approach to the methodology of e-Mentoring.
- **II part. Main features of (e-)Mentoring on ERI**, which provides deep insights on pair an group mentoring, explains the main features of both processes. The matching process, the features of good mentor, mentoring contract is discussed as well.
- **III part. Training of the 3M-Actors (Manager, Mentor, Mentee) prior the e-Mentoring starts** – the suggestions for training of 3M-Actors provided on e-Mentoring. The three different courses for: managers, mentors, mentees are distinguished and suggested.

- **IV part. *Supporting of e-Mentoring process by additional self-directed learning materials on employability and entrepreneurship***, which includes recommendations for supplemental training materials to facilitate and enhance the mentoring process and improve the competencies of learners/mentees.
- **V Part. *Advantages and challenges of the e-Mentoring process***, which describes the main features of e-Mentoring process and provides recommendations for the developers on how to overcome possible challenges of e-Mentoring in compare with the face-to-face mentoring.
- **VI Part. *Overview of the potential ICT-enhanced learning surroundings for implementing of e-Mentoring***, which analyses the possible ICT tools to be used for e-Mentoring process, for trainings of 3M-Actors and for OERs on employability and entrepreneurship. Different Virtual learning environments and tools for development of self-training e-learning courses are analysed.
- **VII Part. *Recommendation for the developing of the e-Mentoring model on ERI for the students in HE, VET and adults***, which includes recommendations for further development of e-Mentoring model for the target groups in three educational sectors.

The State of Art Review Report has been printed for use within project partners, and for dissemination to managers of HE, VET institutions, NGOs and adult education centres, who were and are interested in e-Mentoring for students and adults. The Report is also available for downloading from the project's website www.e-mentoring.eu.

This outcome covered the objective stated by the project: "to overview situation in partner countries on potential and challenges of implementing of e-Mentoring on employment-related issues in the learning process in 3 educational sectors, in particular for groups of risk of exclusions (immigrants, minority, unemployed, etc.)".

Collection of tools for management and monitoring of the e-/Mentoring process on employment related issues consists of 14 tools. These tools were developed as templates in order:

- to facilitate Manager in selecting the Mentors for the Mentees, matching them and establishing the relationship (tools: Mentee's Profile, Self-check questionnaire for a person to be a Mentor, Contract between 3M-Actors, Common list of participants of blended Mentoring);
- to help Mentor in implementation of e-/Mentoring sessions (tools: Session plan for Mentoring on employment related issues, Diary of Mentoring);
- to help Mentee in tracking the process of self-development during the period of e-/Mentoring (suggested tools: Personal goals and objectives, Group's goals and objectives, Diary of Mentoring);
- to facilitate Manager in monitoring procedures of the e-/Mentoring sessions (tools: Monitoring Initial questionnaire for Mentee, Plan for the mid-term Monitoring of Mentoring process, Monitoring questions for the Mid-term Interview with Mentors and Mentees, Monitoring questions for the final discussion on Mentoring process, Final monitoring questionnaire for Mentee, Final monitoring questionnaire for Mentor).

The management and monitoring tools are of two types: mandatory and optional. These tools were tested, translated into all languages of partnership (EN, BG, DE, FI, IT, LT) and used during the e-/Mentoring pilot sessions. The tools are available for downloading from the project's website www.e-mentoring.eu or in the CD-ROM eGuidebook "Management of e-Mentoring on Employment-related issues".

This outcome covered the objectives stated by the project:

- "to develop ICT-enhanced learning solutions to support e-Mentoring as remote peer learning enabling learners/mentees to apply obtained new skills/competences to get employment or start own businesses";
- "to ensure effective management of e-Mentoring process in all partnership languages".

e-Learning platform for e-Mentoring on employment-related issues (ERI) for registered users was developed and used for piloting of e-Mentoring in all partnership languages (EN, BG, DE, FI, IT, LT). e-Learning platform was designed for the e-Mentoring process and its main users - 3M-Actors: Managers, Mentors and Mentees. The user accounts with passwords were created for the 3M-Actors from Bulgaria, Finland, Germany, Italy, Lithuania, UK, USA in order to work within certain group or pair. The closed area for the registered users was developed on Moodle and ensured the confidentiality and effectiveness of e-Mentoring process of 9-month duration:

- in order to introduce registered users to the effective management of the e-Mentoring process, the instructions “How to use e-Mentoring platform” in all national languages were placed on the closed area;
- in order to facilitate e-Mentoring on Employability, the 6 sessions were developed: Self-evaluation for my willingness/motivation to work, Job suitable for me, Active job seeking skills, Successful job interview, Successful adaptation in a new work place, Career and professional development. These sessions are linked with the themes of the Open Educational Resources on Employability at <http://employability.e-mentoring.eu/>.
- in order to facilitate e-Mentoring on Entrepreneurship, the 3 sessions were developed: Motivation and capability for entrepreneurial opportunities, Entry strategies & new business opportunities, Skills and competencies for starting a business & accessing critical resources. These sessions are linked with the themes of the Open Educational Resources on Entrepreneurship at <http://entrepreneurship.e-mentoring.eu/>.
- in order to ensure easy access and management of tools/documents for common use within each mentoring group, the following areas and sessions were developed: Managing and monitoring tools to facilitate e-Mentoring process; Initial mentoring and management session; Monitoring sessions of mentoring process; Additional e-Mentoring sessions, as well as discussion areas after each session and Chat function.

After successful 9-months testing of the e-Learning platform within partner countries, partnership decided to develop the six Demo versions of it in all partnership languages (EN, BG, DE, FI, IT, LT). In this way it is available for non-registered users and visitors of the project’s website www.e-mentoring.eu.

This outcome covered the objectives stated by the project:

- “to develop ICT-enhanced learning solutions to support e-Mentoring as remote peer learning enabling learners/mentees to apply obtained new skills/competences to get employment or start own businesses”;
- “to ensure effective management of e-Mentoring process in all partnership languages”.

eGuidebook “Management of e-Mentoring on Employment-related issues” presents and overviews the five parts of the European e-Mentoring Model: e-Mentoring platform, Self-directed e-learning course for 3M-Actors, Open Educational Resources on Employability and Entrepreneurship and Social Networks. This outcome was produced on CD-ROM in all partnership languages - EN, BG, DE, FI, IT, LT, as well as placed on project’s website www.e-mentoring.eu for public use.

This outcome covered the objectives stated by the project:

- “to identify the potential of ICT to address the common learning needs on new skills /competences for new jobs for students at HE institutions and VET institutions and adult learners by implementing e-Mentoring with mentors from business surroundings”;
- “to develop ICT-enhanced learning solutions to support e-Mentoring as remote peer learning enabling learners/mentees to apply obtained new skills/competences to get employment or start own businesses”.

European Workshop “Using Open Educational Resources (OER) for enhancing e-Mentoring” was organised on 3rd October, 2011 in Rome (Italy). Twenty five participants, including project partners, national and European experts beyond the partnership, entrepreneurs, representatives from the public organizations etc. had participated in the workshop. The aim of the workshop was to facilitate project partners to learn about and to share experiences in their countries on using OERs for enhancing the e-mentoring process. The agenda of the seminar, power point presentations of the key speakers as well as photos from this seminar are published on the project’s website www.e-mentoring.eu.

The European Workshop covered the objective stated by the project: “to identify the potential of ICT to address the common learning needs on new skills /competences for new jobs for students at HE institutions and VET institutions and adult learners by implementing e-Mentoring with mentors from business surroundings”.

Collection of good practices: for employability - exercises/learning pieces helping to increase the skills and competencies on employability have been developed. The Consortium determined 6 themes on the employability topic:

1. **Self-evaluation for my willingness/motivation to work:** the first theme aims to help learner to evaluate learner’s willingness/motivation to work. The learning outcomes are the following: evaluate learner’s motivation to work; analyse learner’s reasons and needs to get employed; understand what internal and/or external obstacles learner might face while searching for a job.
2. **Job suitable for me:** the second theme aims to help learner to evaluate what kind of job he/she needs. The learning outcomes are the following: analyse learner’s professional interests; understand what kind of job is suitable for learner; define in what sphere learner would like to be employed; define learner’s career ambitious.
3. **Active job seeking skills:** the third theme aims to help learner to get prepared for active job seeking and to learn more about job searching strategies. The learning outcomes are the following: assess learner’s job search activity; understand how to avoid and recover from typical job-search mistakes; utilise possible job search tools and strategies; analyse steps learner need to make in order to get a job; prepare the documents required for the job search process (CV, motivation letter, etc).
4. **Successful job interview:** the fourth theme aims to help learner to know how to be successful with job interview and what behaviour could be appropriate to convince the employer. The learning outcomes are the following: present properly to a possible employer during job interview; prepare for the successful interview; make a good impression to an interviewer; ask the interviewer appropriate questions during a job interview; prepare the answers for the questions most frequently asked during the job interview; understand how learner’s need to dress for job interview; analyse what body language learner’s should use during the job interview.
5. **Successful adaptation in a new work place:** the fifth theme aims to help what the challenges of the adaptation period are and prepare learner to adapt to a new workplace. The learning outcomes are the following: understand the main issues of adaptation period at new work place; choose an appropriate behaviour in order to adapt successfully at the new workplace and to avoid typical mistakes; realise the importance of organisational culture; understand how learner could improve his/her communication skills; estimate learner’s behaviour in a working environment; understand the team work concept.
6. **Career and professional development:** the sixth theme aims to help to plan future career. The learning outcomes are the following: plan career development by evaluation your possibilities; develop key networking skills that could help to climb the career ladder faster; evaluate learner’s attitudes and behaviour with regard to the success in his/her career; understand the importance of career development; create a Professional Development plan.

The collection of good practices for employability comprised in total of 76 exercises/learning pieces, which were developed, adapted or suggested by the partners.

This outcome covered the objective stated by the project: “to collect good practical exercises suitable for effective self-learning on employability and entrepreneurship”.

Open Education Resources (OERs) for employability are based on Web 2.0 tools. The best 25 exercises were selected out of 76 exercises/learning pieces within the Collection of good practices for employability. The selected exercises were translated into all partnership languages (EN, BG, DE, FI, IT, LT) and programmed as Open Educational Recourses (OERs). The 25 OERs are openly published and include tests, videos, etc. on appointed 6 themes on the employability: Self-evaluation for my willingness/motivation to work (2 exercises); Job suitable for me (3 exercises); Active job seeking skills (4 exercises); Successful job interview (7 exercises); Successful adaptation in a new work place (5 exercises); Career and professional development (4 exercises). They were tested by project learners and placed on the project’s website www.e-mentoring.eu for public use.

This outcome covered the objective stated by the project: “to ensure the open access to practical exercises for wide audience of students from HE and VET institutions and adults for self-directed learning”.

Collection of good practices: for entrepreneurship - exercises/learning pieces helping to increase the skills and competencies on entrepreneurship have been developed. The Consortium determined 3 themes on the entrepreneurship topic:

1. **Motivation and capability for entrepreneurial opportunities:** the first theme aims to help to assess learner’s motivation and capability to pursue an entrepreneurial opportunity. The learning outcomes are the following: understand why learner might want to consider an entrepreneurial opportunity; understand what it takes to pursue an entrepreneurial opportunity; analyse and evaluate learner’s skills for entrepreneurial opportunities; evaluate his/her desires to become entrepreneur.
2. **Entry strategies & new business opportunities:** the second theme aims to inform about the types of entrepreneurial opportunities and about the possible successful entry strategies for new businesses available today. The learning outcomes are the following: recognize different types of entrepreneurial opportunities; analyse which entrepreneurial opportunities learner should explore based on his/her skills and interests.
3. **Skills and competencies for starting a business & accessing critical resources:** the third theme aims to learn how to start and operate a new enterprise and to learn how to identify important community resources that can help learner start a new enterprise. The learning outcomes are the following: understand what it takes to start and grow an entrepreneurial enterprise; improve learner’s management skills necessary for growing a new enterprise.

The collection of good practices for entrepreneurship comprised in total of 25 exercises/learning pieces, which were developed, adapted or suggested by the partners.

This outcome covered the objective stated by the project: “to collect good practical exercises suitable for effective self-learning on employability and entrepreneurship”.

Open Education Resources (OERs) for entrepreneurship are based on Web 2.0 tools. The best 16 exercises were selected out of 25 exercises/learning pieces within the Collection of good practices for entrepreneurship. The selected exercises were translated into all partnership languages (EN, BG, DE, FI, IT, LT) and programmed as Open Educational Recourses (OERs). 16 OERs were published openly and include tests, videos, etc. on appointed 3 themes on the entrepreneurship: Motivation and capability for entrepreneurial

opportunities (7 exercises); Entry strategies & new business opportunities (3 exercises); Skills and competencies for starting a business & accessing critical resources (6 exercises). They were tested by project learners and placed on the project's website www.e-mentoring.eu for public use.

This outcome covered the objective stated by the project - "to ensure the open access to practical exercises for wide audience of students from HE and VET institutions and adults for self-directed learning".

The Needs Analysis Report - Trainings on employment-related mentoring for 3M-Actors: Managers, Mentors and Mentees was developed in English and published in March, 2012. It defined: the milestones, the content, duration, common learning outcomes and competencies, teaching and learning strategies for Training courses on employment-related mentoring for 3M-Actors: Managers of mentoring process, Mentors and Mentees. It is placed on the project's website www.e-mentoring.eu for public use.

This outcome covered the objectives stated by the project:

- "to collect and analyse existing training curricula for 3M-actors in three educational sectors: HE, VET, AE";
- "to identify common learning outcomes and content of training courses for all three educational sectors".

Training e-Learning courses for Managers, Mentors and Mentees "Introduction to an effective e-Mentoring process" was finalised prior starting mentoring itself. These courses for 3M-Actors were tested during the European training for Managers of e-Mentoring in UK in 17-18th April 2012, improved and published openly with Web 2.0 tools. The self-learning training courses for 3M-Actors (Managers of e-Mentoring process, Mentors and Mentees) were designed to learn how to proceed with the blended Mentoring on employment-related issues (ERI) and cover common learning needs on e-Mentoring process management. The self-directed e-Learning course for each of 3M-Actor consists of different types of training materials combined in four learning sessions:

- *Readings* session provide the theoretical background for Mentoring on ERI from the 3M-Actors point of view. By reading these modules, Managers, Mentors and Mentees get acquainted with the main features of Mentoring on ERI and can be prepared to organize or to participate effectively in the Mentoring process. Additionally, the Consortium developed a "Toolbox" with 29 exercises on Employability and Entrepreneurship, which was placed on Managers and Mentor's courses. These exercises can be used by the Mentor during the face-to-face sessions in order to facilitate discussions during the Mentoring process. Each included to the Toolbox exercise has been presented in two options for downloading: as an Instruction for Mentors on how to use exercise and as a Hand-out for Mentees, which can be printed, distributed to Mentees and used for group or individual work.
- *Learning by doing* - a questions/answers session. Self-directed learning methodology is based on closed-questions. By answering them the learner is actively involved in an analysis suggested by the situation in the question. The system provides learner with an estimation of his/her answer with a clear reasoning of the correct answer.
- *Video* - a video-film session on mentoring is common for all three courses: for Manager, for Mentors and for Mentees. In this learning session audio-visual information is provided, such as: a filmed round-table discussion of the project's Managers on their experiences in organising e-Mentoring sessions, as well as other videos on benefits of mentoring, possible mistakes in the mentoring process and recommendations how to avoid them.
- *Success Stories* session introduces 6 success stories achieved during/after the e-/Mentoring on ERI within the project.

This outcome covered the objectives stated by the project:

- “to develop self-training e-Learning courses for managers, mentors and mentees/learners on the basis of needs analysis”.
- “to test training courses and publish them using Web 2.0 tools”.

Instructions for learners 3M-Actors were developed as an electronic guide for target groups - 3M-Actors: Managers, Mentors and Mentees on how to use self-directed e-Learning training course “Introduction to an effective e-Mentoring process”. The needs of each of 3M-Actors have been taken into account and therefore, the instructions include: a short description and specific objectives of self-directed learning sessions and modules, a session plan with estimated duration for each part of the self-directed learning courses for Managers, Mentors and Mentees.

This outcome covered the objective stated by the project - “to test training courses and publish them using Web 2.0 tools”.

European pilot training on e-Mentoring was organized on 17-18th April, 2012 in Liverpool (UK). Twenty one participants (instead of 13 persons planned within the project application) – Managers-content experts responsible for organising e-Mentoring process also representatives from associated partners had participated in the training. The main aim of the event was to facilitate participants to learn about organising e-Mentoring process and to get feedback on the quality of developed e-Mentoring platform, Self-training e-learning for 3M-Actors and OERs for Employability and Entrepreneurship. The European pilot training facilitated Managers of e-Mentoring process to select Mentees and Mentors at national level, as well as give trainings on e-Mentoring piloting.

The European pilot training on e-Mentoring covered the objective stated by the project: “to organise European pilot training on e-Mentoring for 13 managers-multipliers to facilitate their work in organizing national pilot e-Mentoring sessions”.

National Pilot trainings for mentors were organised during May-October 2012 in all partner countries. The national trainings were organised by trained Managers of e-Mentoring process in order to prepare Mentors at national level, to assess the quality of developed e-Mentoring platform and prepare Mentors to use it. In total thirteen training workshops for 55 mentors (instead of 33 mentors planned within the project application) were organised within partnership countries and out of them 32 mentors were selected for further piloting within the project.

This outcome covered the objective stated by the project - “to organise national pilot trainings for 33 Mentors-multipliers to facilitate their work with mentees on e-Mentoring platform”.

National Pilot trainings for learners/mentees were organised during May-December 2012 in Bulgaria, Germany, Finland, Italy, Lithuania and UK. The main aim of these trainings was to introduce the e-Mentoring model and process and to prepare Mentees to use it. In total seventeen national training workshops for 95 mentees (instead of 65 mentees planned within the project application) were organised within partnership countries.

This outcome covered the objective stated by the project – “to organise national pilot trainings for 65 learners/mentees (students from HE and VET institutions and adult learners from AEC/NGOs with special emphasis on disadvantaged persons) to prepare them for e-Mentoring process”.

National pilot sessions on e-Mentoring started in July 2012 and finished in June 2013 were organised for nine months in each partner country (Bulgaria, Germany, Finland, Italy, Lithuania, UK and USA) with involvement of 3M-Actors. The partners selected Mentees and Mentors who were trained during national Mentees’ and Mentors’ trainings. The national pilot

sessions were facilitated by e-Mentoring platform, where each of 3M-Actor had his/her own user account and squad to a certain e-Mentoring group. The e-Mentoring model was piloted and its quality assessed 109 learners/mentees (instead of 65 mentees planned within the project application) from three educational sectors: 35 students from HE institutions, 18 students from VET institutions and 56 socially disadvantaged adults. In total 32 (instead of 17 groups, as was stated within the project application) e-Mentoring groups were functioning during the project's implementation lifetime.

This outcome covered the objectives stated by the project:

- “to support remote independent and collaborative peer learning in the group via developed e-Mentoring model, ensuring confidentiality of e-Mentoring process”;
- “to assess transversal usage of e-Mentoring model in HE, VET, AE by organizing 9-months duration 17 national pilot groups in 12 educational institutions involving in total 65 learners/mentees: 21 students from HEI, 12 students from VET institutions, 32 socially disadvantaged adults”.

Monitoring and validation report of e-Mentoring was developed in October 2012 and summarized the evaluation reports by fourteen national experts. The strengths and weaknesses of e-Mentoring model (namely four parts: OERs on Employability, OERs on Entrepreneurship, e-Mentoring platform and training course for 3M-Actors (Managers, Mentors, Mentees)) were assessed, defined, as well as improvements suggested.

This outcome covered the objective stated by the project – “to organize evaluation procedure for internal assessment of quality of project management and outcomes”.

European monitoring session was held in 27-28th August, 2012 in Nesebar (Bulgaria) with participation of 21 participants. The main aim of the event was to evaluate the quality of developed e-Mentoring model and to make suggestions for its improvement.

This outcome covered the objective stated by the project – “to organize evaluation procedure for internal assessment of quality of project management and outcomes”.

Leaflet about the project was designed in English language and published in 1500 copies. The English version of leaflet was translated into five national languages of partnership (Bulgarian, Finnish, German, Italian and Lithuanian) and published in 2500 copies in total (500 copies in each language). The leaflet has been used by partners for wide dissemination activities. It is placed on project's website www.e-mentoring.eu for downloading in all six languages.

This outcome covered the objectives stated by the project:

- to develop website and other effective multilingual dissemination materials;
- to ensure wide and effective dissemination campaign at local/national/European level through active involvement of associated partners and their available networks.

Leaflet about e-Mentoring Model was designed in English language and published in 1500 copies. The English version of leaflet was translated into five national languages of partnership (Bulgarian, Finnish, German, Italian and Lithuanian) and published in 2500 copies in total (500 copies in each language) to ensure wide dissemination of developed e-Mentoring model at European/national/local levels. It is placed on project's website www.e-mentoring.eu for downloading in all six languages.

This outcome covered the objectives stated by the project:

- “to develop website and other effective multilingual dissemination materials”;
- “to ensure wide and effective dissemination campaign at local/national/European level through active involvement of associated partners and their available networks”.

e-Newsletter (No.1) about project was developed in English in December 2011. It was placed on project's website www.e-mentoring.eu, project partners' websites and groups on Social networks; as well it has been sent to various organisations, institutions, networks beyond the partnership via e-mails.

This outcome covered the objectives stated by the project:

- “to develop website and other effective multilingual dissemination materials”;
- “to ensure wide and effective dissemination campaign at local/national/European level through active involvement of associated partners and their available networks”.

e-Newsletter (No.2) about e-Mentoring Model was developed in English in June, 2013. It was placed on project's website www.e-mentoring.eu, project partners' websites and groups on Social networks; as well it has been sent to various organisations, institutions, networks beyond the partnership via e-mails.

This outcome covered the objectives stated by the project:

- “to develop website and other effective multilingual dissemination materials”;
- “to ensure wide and effective dissemination campaign at local/national/European level through active involvement of associated partners and their available networks”.

Dissemination report from partner countries for the project implementation period included dissemination activities undertaken by partners within and beyond the project partnership. The dissemination activities started shortly after the beginning of the project. Project partners placed project's summary on their websites. Dissemination has been intensified after the leaflet about the project in English, Bulgarian, Finnish, German, Italian and Lithuanian languages has been developed, published and the e-Mentoring website www.e-mentoring.eu has been launched. In total 310 dissemination activities have been listed by the partners: 170 activities on Local/Regional level; 46 activities on National level; 64 activities on European level and 29 activities on International level (1 without classification). There was a wide range of target groups for the dissemination as it included 9.719 (plus 29000 reached by mass media) representatives from many institutions: HE and VET providers, Adult Education Organisations, NGOs working in further education, and employers/enterprises. Other involved parties were politicians, universities and representatives of EACEA, researchers or local authorities, etc. Moreover, other people have been reached via partners' websites and with the project website www.e-mentoring.eu. All partners were encouraged to disseminate information about the project and its results after the project's lifetime.

This outcome covered the objective stated by the project - “to ensure wide and effective dissemination campaign at local/national/European level through active involvement of associated partners and their available networks”.

Project's website www.e-mentoring.eu was developed and constantly updated with the results/outcomes. The website serves as a dissemination tool. It includes information about the project, partners, developed products, useful links and documents, photo gallery. Products developed in national languages are also included into the project's website (in EN, BG, DE, FI, IT, LT).

This outcome covered the objectives stated by the project:

- “to develop website and other effective multilingual dissemination materials”;
- “to ensure wide and effective dissemination campaign at local/national/European level through active involvement of associated partners and their available networks”.

Final International Conference “e-Mentoring – Innovative Learning Pathway for Employability and Entrepreneurship” was held on 4th June 2013 in Kaunas, Lithuania. It was a major event for dissemination and exploitation of the project and its outcomes. The Conference was organized in order to create awareness of the wide public about the

importance of e-Mentoring mode, to overview and even try all developed outcomes of the project. 80 participants (instead of 50 planned within the project application) included local, national politicians and decision-makers, representatives from NGOs, private enterprises, public organizations, partners, associated partners and other stakeholders. Additionally, an article with information about the project and Conference has been published in Lithuanian magazine at the end of June 2013. A video-clip about the final international Conference and its results has been produced and placed on project's website for further dissemination of project results. The agenda of the Conference, presentations of the key speakers as well as photos from this event are published on the project's website www.e-mentoring.eu.

This outcome covered the following project's objectives:

- “to organize Final international conference to introduce project's outcomes and to discuss project's sustainability”;
- “to ensure wide and effective dissemination campaign at local/national/European level through active involvement of associated partners and their available networks”.

The groups on **Social Networks** for Managers of e-Mentoring process, Mentors and Mentees had been created in April-May 2012 and actively moderated to facilitate the exchange of opinions about effectiveness of e-Mentoring in the learning process and to multiply the developed e-Mentoring model. The main aims were: to interact and discuss openly the benefits of mentorship and the challenges the participants face, introducing the phenomenon to possible mentees, managers and mentors; to disseminate information on e-Mentoring process and engage interested ones, as well as to disseminate the project's results, ensuring the sustainability and exploitation of them after the project's lifetime. The groups for e-Mentoring process Managers (<http://www.linkedin.com/groups/eMentoring-Managers-group-4423317>) and for Mentors (<http://www.linkedin.com/groups/eMentoring-group-Mentors-4436251>) are open and accessible at *LinkedIn* and the group for e-Mentoring process participants - at Facebook (<https://www.facebook.com/eMentorgroup>). There are 56 users in Mentors' group, 43 users in Managers' group in LinkedIn social network. According to the specifics of *Facebook*, the numbers of users can be classified in two ways: people who liked the page, in total 176, and the number of fans/visitors reached of each post - vary up to 524.

This outcome covered the objective stated by the project – “to ensure multiplication effect on e-Mentoring Model via groups for managers, mentors and mentees/learners in Social Networks”.

National **Cooperation seminars** were held in September-November 2011 in order to discuss the need and potential of e-Mentoring in education process and in study programmes at High education (HE) and Vocational education and Training (VET), and in adult education (AE) institutions. In total 8 Cooperation seminars were held (three in Lithuania, one in UK, one in Finland, one in Germany, one seminar in Italy and one seminar in Bulgaria). In total 135 respective stakeholders from around 100 different organisations/institutions - HE, VET, AE institutions (both decision-makers and students/learners) and enterprises have participated. These participants have received the outcomes of the project developed within the date. The project partners have made already preliminary agreements with some representatives of the organisations and institutions regarding participation in the further project activities, especially in the piloting of e-Mentoring.

The seminars cover objectives stated by the project:

- to organise national events to convince end-users (decision makers and teachers in HE, VET, AE) to apply developed e-Mentoring Model as a part of learning process at their institutions;

- to enhance involvement of mentors from business surroundings by developing Recommendations for mainstreaming of e-Mentoring into recruitment policies of enterprises.

National **Round-table discussions** were held March-May 2013 in order to discuss the final results and success stories from e-Mentoring piloting sessions in three educational sectors, as well as to discuss and make suggestions for the Recommendations for mainstreaming e-Mentoring Model on employability and entrepreneurship into educational policies of HE, VET, AE and into recruitment policies of enterprises. In total 13 Round-table discussions were held (five in Lithuania, one in UK, two in Finland, one in Germany, three in Italy and one seminar in Bulgaria) with participation of 157 respective stakeholders from around 110 different HE, VET, AE organisations/institutions and the enterprises.

The Round-table discussions cover objectives stated by the project:

- to organise national events to convince end-users (decision makers and teachers in HE, VET, AE) to apply developed e-Mentoring Model as a part of learning process at their institutions;
- to enhance involvement of mentors from business surroundings by developing Recommendations for mainstreaming of e-Mentoring into recruitment policies of enterprises.

Recommendations for mainstreaming e-Mentoring Model on employability and entrepreneurship into educational policies of **HE, VET and adult education** by embedding it into the study programmes was developed after national Round-table discussions and contains 16 main suggestions. These Recommendations were presented during the Final international conference, placed on the 2nd e-Newsletter, as well as on the project's website www.e-mentoring.eu.

This outcome covered the objective stated by the project: "to create the basis for mainstreaming the European e-Mentoring Model into educational policies of HE, VET and AE institutions, as well as into recruitment strategies of enterprises by developing Recommendations for mainstreaming e-Mentoring Model into educational policies of HE, VET, adult education and into recruitment policies of enterprises".

Recommendations for mainstreaming e-Mentoring Model on employability and entrepreneurship **into recruitment policies of enterprises** was developed after national Round-table discussions and it contains 3 main suggestions. These Recommendations were presented during the Final international conference, placed on the 2nd e-Newsletter, as well as on the project's website www.e-mentoring.eu.

This outcome covered the objective stated by the project: "to create the basis for mainstreaming the European e-Mentoring Model into educational policies of HE, VET and AE institutions, as well as into recruitment strategies of enterprises by developing Recommendations for mainstreaming e-Mentoring Model into educational policies of HE, VET, adult education and into recruitment policies of enterprises".

4. Partnerships

From the beginning of the project the Consortium was composed of eight organizations from six European countries (Bulgaria, Finland, Germany, Italy, Lithuania and United Kingdom) and one organisation from United States of America. This ensured a good cooperation between new, old European Member States and the USA, as well as between the different types of organizations, skilled in various aspects required to undertake this project in a good quality. The European added value of the multi-country partnership lies in the clear distribution of tasks between different partners, on the basis of their competences and experiences in the field.

The capacity of the Consortium to confer the transversal character to the project was ensured by involving institutions/organisations from HE, VET and AE/NGO and business sectors. The Consortium included adult education providers (Social Innovation Fund from Lithuania, Merseyside Expanding Horizons Ltd. from the United Kingdom, ANNANET: Pertti Vihonen Oy from Finland, Speha Fresia Societa Cooperativa from Italy, European Partnership from Lithuania, VentureQuest Ltd. LLC from the United States of America), high education providers (Vytautas Magnus University from Lithuania and Burgas Free University from Bulgaria) and VET provider (Volkshochschule Göttingene.V.). Such partnership ensured development of the European e-Mentoring Model by addressing ICT for learning needs across three educational sectors.

Partners Social Innovation Fund, Merseyside Expanding Horizons Ltd., ANNANET: Pertti VihonenOy, Volkshochschule Göttingen e.V., Speha Fresia Societa Cooperativa, VentureQuest Ltd. LLC have long-term experience in organising face-to-face pair and group mentoring; all partners have expertise in developing or/and using e-learning materials based on ICT-enhanced tools.

The participation of Innovative Studies Institute (formerly known as the Distance Study Centre) from Vytautas Magnus University with high level of expertise in the field of ICT (Moodle, Web 2.0, etc.) reinforced the capacity of the partnership to develop e-Mentoring Model in good quality. As long as project focused on enhancing employability and entrepreneurship skills and competencies of HE, VET students and adults, partners used their experience in promoting employability (Social Innovation Fund, Merseyside Expanding Horizons Ltd., Volkshochschule Göttingen e.V., Speha Fresia Societa Cooperativa) and developing entrepreneurship skills/competencies (Merseyside Expanding Horizons Ltd., ANNANET: Pertti Vihonen Oy, Volkshochschule Göttingen e.V., Speha Fresia Societa Cooperativa, European Partnership, VentureQuest Ltd. LLC). The Social Innovation Fund as a coordinator of this project ensured the overall good quality management of the project during its implementation due to its over 18 years of experience in networking in lifelong learning, an extensive experience acting as coordinator in eight European projects and as a local manager for more than 23 European projects, in which it was a partner. All partners have experience in European cooperation, possessed communication skills, were very responsible and realised the importance of quick reaction, intelligence, tolerant communication and respecting the deadlines.

An involvement of six Associated partners was an additional value, which strengthened the quality of the Consortium. The associated partners were from public organisations, VET and HE institutions as well as from the business employers' association. The Associated partners had a special role in piloting of e-Mentoring and promoting its implementation. They contributed to the sustainability of the project through increasing cooperation among VET institutions, enterprises, social partners, decision-makers while implementing e-Mentoring Model at their national level.

The described Consortium ensured an efficient, effective and professional implementation of the work programme.

5. Plans for the Future

To ensure the sustainability of the developed innovative learning approach, the extensive dissemination and exploitation strategies were set up during the project's lifetime. Effective implementation of those strategies has created a basis for the sustainability and further reaching of long-term target groups beyond the project's official Consortium and beyond the project's lifetime.

The plans for future can be described as the following:

- we expect within 2 years after project lifetime that at least 100 new self-learners (students and adults within 12 educational institutions which participated in piloting of e-Mentoring) will be willing to get new skills/competencies on employment-related issues by using Open Education Resources (OERs) for employability and entrepreneurship;
- we expect that at least 300 new learners/ mentees (students and adults within educational institutions beyond the partnership) within 2 years after project lifetime will use the self-directed learning on OERs for employability and entrepreneurship for improving their employment situation;
- we expect that at least 50 managers (teachers from educational institutions in three educational sectors - HE, VET, AEC/NGO) within 2 years after project lifetime will start e-Mentoring project within their education institutions;
- we expect that at least 50 new mentors (employers and employees) will start to work with e-Mentoring Model and have self-directed learning on e-Mentoring;
- we expect that at least 20 human resource (HR) managers within enterprises will start implementing e-Mentoring Model into their recruitment policies and establish close links with HE, VET, AE institutions;
- we expect that at least 5 decision-makers within HE, VET, AE will be willing to implement e-Mentoring as a part of their educational strategies to improve the quality of employment-related learning and its accessibility for their students/learners.

All the dissemination and exploitation activities during the project lifetime helped to spread information about the project and its outcomes among the target groups, other parties and organizations working in the field.

All partners have discussed and signed the Agreement of Intellectual Property Rights where they have agreed that outcomes of the project belong to the project “e-Mentoring: New skills and competencies for new jobs”.

6. Contribution to EU policies

The project has a clear connection with European policies concerning the Employment: Bologna process 2020, Education and Training 2010 Work Programme, Lisbon partnership in Growth and Jobs, and EC measures proposed in “New skills for New Jobs”, which are part of a package of measures for Growth and Jobs and complements the European Economic Recovery Plan (2008).

Number of European and national policy documents stress the importance and necessity for universities, VET institutions and adult education institutions to improve quality of employment-related learning process for students, adults and ensure their quick and successful adaptability to the fast changing labour market. The project’s Consortium developed e-Mentoring Model to address common learning needs of students from HE, VET and adults on employment-related skills and competencies. The demand for integration of e-Mentoring Model into learning process at HE, VET, AE institutions has been reciprocal. The practical implementation of EC measures within “New skills for New Jobs” was supported during the project lifetime, furthermore suggested within the project ICT-enhanced solutions helped to improve the quality of employment-related learning for students in HE and VET and adults. The e-Mentoring provided by mentors (employers/employees) gave possibility for enterprises to enrich their recruitment policies and to use the e-Mentoring for selecting employees.

The project also contributed to the Education and Training 2010 Work Programme, as the developed European e-Mentoring Model proposes new educational approaches for HE, VET and AE institutions and offers students and adults the opportunity to develop and define employability/entrepreneurship skills necessary to re-/enter the fast changing labour market. The e-Mentoring Model also promotes partnership between HE, VET, AE and enterprises.

This project contributed to the Lisbon Strategy objectives by increasing Key competences for adult learners: the project addressed social and civic competences as well as entrepreneurial competences. These competences are linked to personal and social well-being and require inter alia being aware of basic concepts related to employability and entrepreneurship, as well as understand the multi-cultural and socio-economic dimensions and values of European societies. The project directly aimed to improve these civic competences of the target groups. It is very important to emphasize that systematic approach is needed to support implementation of innovative measures for employability, as level of unemployment is still high in European countries, including young people, who finalized their studies.

Promoting a high level of employment has been one of the Community's objectives since the Treaty of Amsterdam came into force in May 1999. This project contributes to the achievement of the Community's objectives on employability by developing the e-Mentoring model, which created the potential for unemployed and young inexperienced persons to move from unemployment and social benefits to real employment and economic independence.

