e-Mentoring: New skills and competencies for new jobs

ProgressReport   Public Part

Project information

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Executive Summary

The project aims 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 target audience for the Progress report are 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 are:
- 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 OER 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 has 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 is necessary for the development of planned outcomes. The main skills and competences of the Consortium comprise 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. The Consortium has developed the leaflet (in EN, BG, DE, FI, IT, LT languages) containing information about the project for wide dissemination. The European Seminar "Mentoring on Employability and Entrepreneurship: success stories" was held in Helsinki, Finland and the European Workshop "Using Open Educational Resources for enhancing e-Mentoring" was held in Rome, Italy. The Consortium has developed the State of Art Review Report "Educational needs for e-Mentoring on employability and entrepreneurship" and Collection of good practices for entrepreneurship and employability, which will be used for further developing of OERs. 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. The project's website www.e-mentoring.eu with Internal project's management platform has been designed and being constantly updated.

The initial version of most major outcomes are being developed during the reporting period, thus the future plans for further development include the finalising of following: e-Learning platform for e-Mentoring process with e-Guidebook; Open Educational Resources on employability and entrepreneurship for mentees for self-directed learning; Self-directed e-learning courses on e-Mentoring process for 3M Actors (Managers, Mentors, Mentees) with instructions for learners; Social Networks for Managers, Mentors and Mentees to promote e-Mentoring model worldwide. The quality of the developed outcomes will be 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. The final International conference is planned to be held at the end of the project to ensure the sustainability of the project's outcomes.

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1. Project Objectives

Project **objectives** are:

- 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;
- 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 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 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 OER for self-directed learning on employability and entrepreneurship published using Web 2.0 tools;
- 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 enhance involvement of mentors from business surroundings by developing Recommendations for mainstreaming of e-Mentoring into recruitment policies of enterprises;
- 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.

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

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

The second short-term target group – 65 learners: 21 students from HE institutions, 12 students from VET institutions, 32 adults with special emphasis on disadvantaged persons: immigrants, unemployed, ethical minorities, who will receive nine months national piloting of e-Mentoring. The e-Mentoring will contribute 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 – 13 Managers of e-Mentoring process: 4 for HE, 4 for VET, 5 for AEC/NGOs will get trainings on e-Mentoring to facilitate their work in organising national pilot of e-Mentoring sessions. They will provide suggestions on improvements of e-Mentoring learning environments and tools as well as will contribute to the dissemination of e-Mentoring model.

The fourth short-term target group – 34 employers/employees from the selected organizations/institutions who will be trained as mentors to facilitate their work with mentees on e-Mentoring platform. Out of them 17 trained persons will be selected to participate in the national piloting of e-Mentoring as mentors. They will provide suggestions on improvement of e-Mentoring learning environments and tools as well as will contribute to the dissemination of e-Mentoring model. The further involvement of employers and employees will be ensured by organising national Round-table discussions and International conference in Lithuania at the end of the project.

The fifth short-term target group – 60 managers-multipliers of e-Mentoring process, who are registered as users of Social Networks for Managers. They will interact with the help of moderatos and discuss 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 – 60 mentors-multipliers from business surroundings (employers/employees), who are registered as users of Social Networks for Mentors. They will interact with the help of moderatos and discuss 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 – 220 students from HE, VET institutions and adults, who are registered as users of Social Networks for Mentees. They will interact with the help of moderatos and discuss 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 will act as multipliers encouraging other learners to apply e-Mentoring.

In addition to the short-term target groups, the project also has the long-term target groups, which will be reached beyond the project's official Consortium and beyond the project's lifetime. Project's long-term target groups are described in the project as following:

- Wider audience of students and adults within 12 educational institutions (which will participate in piloting of e-Mentoring) willing to get new skills/competencies on employment related issues. We expect at least 100 interested learners within 2 years after project lifetime;
- Students and adults within educational institutions beyond the partnership. We expect at least 300 interested learners/mentees to have self-directed learning in OERs on employability and entrepreneurship on Web 2.0 within 2 years after project lifetime;
- Teachers from educational institutions in three educational sectors (HE, VET, AEC/NGO) interested in implementing of e-Mentoring in their education institutions as part of study/learning programme; they are interested to become managers of e-Mentoring process. We expect that at least 100 managers within 2 years after project lifetime will have self-directed learning on e-Mentoring published in OER on Web 2.0;
- Employers and employees, interested to become mentors. We expect that at least 50 new mentors who will have self-directed learning on e-Mentoring published in OER on Web 2.0;
- Human resource (HR) managers within enterprises willing to implement e-Mentoring model into their recruitment policies and establish close links with HE, VET, AE institutions;

- Decision-makers within HE, VET, AE 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.

The project has established the network of six associated partners, which will help the Consortium to reach the above-listed short-term and long-term 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 municipality, business employers' association, vocational school, technological college and consultation enterprise/non-profit foundation. They contribute 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 main impact on target groups is envisaged on increasing the level of awareness of their representatives on possibilities and benefits of the e-mentoring on the employment-related issues. It has been achieved by the following dissemination and exploitation activities: during eight Cooperation seminars at the national levels, where 135 representatives of around 100 public and private organisations have participated; Leaflet about the project in all national languages and brief e-Newsletter about the project with identification of the website were sent to various national networks, who are interested on e-Mentoring and with whom project partners are in contact; by different dissemination and exploitation activities up to now, around 2559 persons and around 1570 organisations were reached and have got the information about the project.

Apart from the above listed activities, project partners will strive to ensure exploitation of the project's outcomes within chosen for piloting educational and economic sectors during the next stage of the project implementation, as well as by developing and maintaining three Social Networks for Managers, Mentors and Mentees, by organizing national Round-table discussions with participants and stakeholders and by inviting them to the Final International Conference.

2. Project Approach

The main idea of the project is to identify and use of ICT-enabled learning solutions (web 2.0, Moodle, etc.) to develop and implement e-Mentoring method. The project suggests 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 will stimulate and encourage personal achievements to re-/enter labour market. This innovative learning approach is based on collaborative learning in groups, on creative problem solving, experimental learning, critical thinking and creativity. The developed e-Mentoring model will support remote, autonomous, independent learning supported by mentors and will create a possibility for learners to apply their knowledge immediately to practice. It is very important for the last year students of universities, VET institutions as well as for unemployed people registered in labour market to prepare themselves to re-/enter labour market by getting employment or starting their own business.

Project addresses 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. Mentoring 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. These three groups of learners are traditionally not merged in relation to their learning/training needs on employability and entrepreneurship, which are very similar or even overlapping. Research done by partners prior to the project (in year 2009) showed that there are common learning needs for these three groups on learning via mentoring. However, occurring challenges of face-to-face mentoring restrict the implementation of mentoring in wide scale. Thus, project creates 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.) enhance productivity and accessibility of e-Mentoring ensuring its common use in three educational sectors.

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

The project will create 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 will make e-Mentoring on employment-related issues widely-accessible, flexible and attractive for mentees/learners; it will create the possibility for mentees to get employment-related expertise from mentors, who might work in another town and/or even country; it will economise time of mentors and increase employers' interest in incorporating e-Mentoring into their recruitment policies.

During the project lifetime, the evaluation of the project is being 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 project's evaluation strategy has been developed.

The internal evaluation strategy targets the evaluation of the project management and its outcomes. The internal evaluation of the project management is based on standardized

questionnaires, prepared by responsible partner from Bulgaria. The closed and open questions in the questionnaires refer to the different tasks within the project. The work of the project is being evaluated four times in the project lifetime. The surveys are conducted shortly after the partnership meetings. At these points, all partners have an actual overview of the state of the project, the management, and the results of the last partnership meeting. After two international partnership meetings, 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 are assessing 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 provide recommendations for improvements. External evaluators will also evaluate the mid-term and final project implementation and management.

During the first partnership meeting, partners agreed in details about the dissemination and exploitation strategies. The leaflet about the project was developed in six languages of partnership (EN, BG, DE, FI, IT, LT), published in 4000 copies in total and widely distributed during national and European events. The project website www.e-mentoring.eu with internal platform for project management has been designed, launched and the developed outcomes were added for further downloading in all available languages.

144 dissemination activities have been included to the dissemination report. The total number of dissemination activities comprises: 82 activities on local/regional level; 18 activities on national level; 28 activities on European level and 16 activities on international level. Most of the partners provided dissemination activities on the Local/Regional level; the European level was reached in high extent, too. Eighty five events have been organised by the project partners themselves, for the other dissemination activities many different occasions have been used. A great number of people and institutions have been involved in the dissemination activity. There is a wide range of target groups for the dissemination as it includes representatives of many institutions, Adult Education Organisations, NGOs working in adult education, HE, VET providers and employers or/and representatives of enterprises. Other involved stakeholders were politicians, universities and representatives of EACEA, researchers or local authorities, etc. All these actions helped to spread the information about the project among the target groups and other organizations working in the field. The same strategic approach for dissemination activities will be applied by the end of project lifetime and final Dissemination report will be developed in May 2013. All partners will be encouraged to disseminate information about the project and its results after the project lifetime.

In order to ensure systematic and effective exploitation of the project outcomes/results during and beyond the project lifetime as well as beyond the project partnership, the valorisation strategy includes variety of events to transfer the results to appropriate decision-makers at local/ national/European level, as well to adult education organizations.

The main dissemination and exploitation activities undertaken during the reporting period are the following: European Seminar „Mentoring on employability and entrepreneurship: success stories" in Helsinki (Finland) with the participation of thirty one participants, and European Workshop "Using Open Educational Resources for enhancing e-Mentoring" with the participation of twenty five participants. Eight Cooperation Seminars in all partner countries with 135 participants were hold; they will ensure dissemination of project outputs through the personal contacts of participants at national level, thus interest of end-users will be ensured beyond lifetime of the project.

Linguistic and cultural issues have been appropriately addressed by providing the following : project summary, the leaflet for dissemination about the project were developed in national languages of the partnership; the national Cooperation seminars were hold in the national languages too.

3.   Project Outcomes& Results

The followingplanned **products / results** are achieved during the reporting period 01/01/2011 - 29/02/2012:

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 covers the objective stated by the project: "to overview situation in partner countries on potential and challenges of implementing of e-Mentoringon employment-related issuesin 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, 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 covers the objectives stated by the project:
- to overview situation in partner countries on potential and challenges of implementing of e-Mentoringon employment-related issuesin 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 3-M actors (moderator, mentor, mentee) prior the e-Mentoring starts* – the suggestions for training of 3-M actors are provided on e-

Mentoring. The three different courses for: managers, mentors, mentees are distinguished and suggested.

- <u>IV part</u>. ***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. These additional opportunities for self-directed learning on employability and entrepreneurship with different kinds of practical exercises will be used as Open Educational Resources (OERs) based on Web 2.0 tools.
- <u>V Part</u>. ***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.
- <u>VI Part</u>. ***Overview of the potential ICT-enhanced learning surroundings for implementing of e-Mentoring***, whichanalyses the possible ICT tools which can 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 have been analysed.
- <u>VII Part</u>. ***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 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 covers the objective stated by the project: "to overview situation in partner countries on potential and challenges of implementing of e-Mentoringon employment-related issuesin the learning process in 3 educational sectors, in particular for groups of risk of exclusions (immigrants, minority, unemployed, etc.)".

European Workshop "Using Open Educational Resources (OER) for enhancing e-Mentoring"was organised on 3rd October, 2011in 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 covers 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 employabilityhave 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 comprises of 20 exercises/learning pieces which were selected from 75 exercises suggested by the partners. The selected 20 best exercises are being programmed as Open Educational recourses (OERs), will be tested by project learners and placed on the project's website www.e-mentoring.eu for public use.

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

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 comprises of 10 exercises/learning pieces which were selected from 25 exercises suggested by the project's partners. The selected 10 best exercises are being programmed as Open Educational recourses (OERs), will be tested by project's partners and learners and placed on the project's website www.e-mentoring.eu for public use.
This outcome covers the objective stated by the project: "to collect good practical exercises suitable for effective self-learning on employability and entrepreneurship".

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 is being used by partners for wide dissemination activities. It has been also added to the project's website www.e-mentoring.euin pdf format for downloading in all six languages.
This outcome covers 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 projectwas developed in English in December 2011. It was placed on project's website www.e-mentoring.eu and project partners' websites; as well it has been sent to various organisations, institutions, networks beyond the partnership via e-mails.
This outcome covers 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.

Project's website www.e-mentoring.eu is 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 covers 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 first year of project implementation was prepared and includes 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, 144 dissemination activities have been included to the dissemination report.
This outcome covers 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".

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 and Vocational education and Training, and in adult education institutions. The representatives from all three educational sectors as well as from the enterprises were invited. 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.

4. Partnerships

The Consortium is 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 ensures 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 is ensured by involving institutions/organisations from HE, VET and AE/NGO and business sectors. The Consortium includes adult education providers (Social Innovation Fund from Lithuania, Merseyside Expanding Horizons Ltd. from the UK, 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 ensures 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 Distance study centre from Vytautas Magnus University with high level of expertise in the field of ICT (Moodle, Web 2.0, etc.) reinforces the capacity of the partnership to develop e-Mentoring Model in good quality. As long as project focuses on enhancing employability and entrepreneurship skills and competencies of HE, VET students and adults, partners use 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 ensures the overall good quality management of the project during its implementation due to its over 17 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 20 European projects, in which it was a partner. All partners have experience in European cooperation, possess communication skills, are very responsible and realise the importance of quick reaction, intelligence, tolerant communication and respecting the deadlines. Social Innovation Fund has a positive experience of European cooperation with almost all partners of partnership except for Bourgas Free University, but it has been suggested by partner from Italy, Speha Fresia Societa Cooperativa, who has a long-term experience of successful cooperation together with the Bulgarian partner.

An involvement of the six associated partners is an additional value, which strengthens the quality of the consortium. The associated partners are from public organisations, VET and HE institutions as well as from the business employers' association. The associated partners have a special role in piloting of e-Mentoring and promoting its implementation. They contribute 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 ensures an efficient, effective and professional implementation of the work programme.

5.   Plans for the Future

The following results/outcomes to carry out the remaining work in order to achieve the project objectives are planned for the future months within project lifetime:

Collection of tools for managing e-Mentoring process will be continued to develop. The Collection will consist from the two parts – 8-10 tools for the management of the mentoring process and 10-12 tools/exercises to facilitate the e-mentoring sessions on employability and entrepreneurship. The suggested tools will be tested, translated into partnership languages (EN, BG, DE, FI, IT, LT) and used during the e-Mentoring pilot sessions.

e-Learning platform for e-Mentoring on employment-related issueswill be developed and used for piloting e-Mentoring in all partnership languages (EN, BG, DE, FI, IT, LT). E-Mentoring platform will provide easy access to different tools and documents used in mentoring process. Virtual e-learning environment for registered users developed on Moodle will ensure the confidentiality and effectiveness of e-Mentoring process.

eGuidebook for effective management of e-Mentoring will introduce new experimental education approach for acquiring new skills and competencies for new jobs by using e-Mentoring on employment-related issues. The common learning needs of students of HE, VET and adults will be covered. The eGuidebook will be produced on CD-ROM and placed on project's website www.e-mentoring.eu for public use.

Open Education Resources (OERs) for employability based on Web 2.0 tools will be translated into all partnership languages (EN, BG, DE, FI, IT, LT) and programmed. At least 20 OERs will be openly published and will include quizzes, tests, videos, etc. on appointed 6 themes on the employability: 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. They will be tested by project learners and placed on the project's website www.e-mentoring.eu for public use.

Open Education Resources (OERs) for entrepreneurship based on Web 2.0 tools will be translated into all partnership languages (EN, BG, DE, FI, IT, LT) and programmed. At least 10 OERs will be openly published and will include quizzes, tests, videos, etc. on appointed 3 themes on the entrepreneurship: Motivation and capability for entrepreneurial opportunities; Entry strategies & new business opportunities; Skills and competencies for starting a business & accessing critical resources. They will be tested by project learners and placed on the project's website www.e-mentoring.eu for public use.

Report on needs analysis for training of 3M-actors (Managers, Mentors, Mentees) will be published and will define common learning outcomes and competences for 3M-actors in three educational sectors, teaching/learning methodologies and content of training courses. It will be placed on the project's website www.e-mentoring.eu for public use.

Training e-learning courses for managers, mentors and mentees"Introduction to an effective e-Mentoring process" will be finalised prior starting mentoring itself. The self-directed e-learning courses for 3M-Actors will be tested during the European training for manager of e-Mentoring in UK in April 2012, improved and published openly with Web 2.0 tools.

Instructions for learners 3M-actors will be developed for target groups on how to use self-directed e-Learning course.

European pilot training on e-Mentoring will be organized for 13 managers of e-Mentoring process in April 2012 in UK. It is important to get feedback on the quality of developed e-

Mentoring platform, e-Learning courses for 3M-actors and OERs for employability and entrepreneurship.

National Pilot training for mentors will be organised by trained managers of e-mentoring process in order to prepare mentors at national level and to assess the quality of developed e-Mentoring platform and prepare mentors to use it. In total nine training workshops for 34 mentors will be organised within partnership countries and out of them 17 mentors will be selected for further piloting.

National Pilot training for learners/mentees will be organised to introduce the e-Mentoring model and process and to prepare mentees to use it. In total nine national training workshops for 65 mentees will be organised within partnership countries.

National pilot sessions on e-Mentoring will be organised for nine months in each partner country (Bulgaria, Germany, Italy, Lithuania, UK and USA) with involving of 3M-actors. The e-Mentoring model will be piloted and its quality assessed by 65 learners/mentees from three educational sectors: 21 students from HE institutions, 12 students from VET institutions and 32 socially disadvantaged adults.

European monitoring session will be held in August 2012, Bulgaria. The main aim will be to evaluate the quality of developed e-Mentoring model and make suggestions for improvement.

Monitoring and validation report of e-Mentoring will summarize the nine national reports on evaluation of national e-Mentoring piloting sessions. The strengths and weaknesses of e-Mentoring model will be defined, as well as improvements suggested.

Leafletabout e-Mentoring model will be published in English and in all languages of partnership (EN, BG, DE, FI, IT, LT) to ensure wide dissemination of developed e-mentoring model at European/national/local levels. It will be placed on project's website www.e-mentoring.eu for downloading.

e-Newsletter (No.2) about e-Mentoring model will be developed in English in December 2012. It will be placed on project's website www.e-mentoring.eu and project partners' websites, as well it will be sent to adult education organisations beyond the partnership.

Final Dissemination report on partner countries will include dissemination activities undertaken by all partners within and beyond the project partnership at local, national, international levels.

Final international conference will be held in June 2013, Lithuania. It will be a major event of dissemination and exploitation of the project and its outcomes, as well as it will create awareness of the wide public about the importance of implementation of e-Mentoring model.

Social networks for Managers, Mentors and Mentees will be created 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 expected number of active users: 40 managers from HE, VET, AE institutions; 40 mentors/business representatives; 160 students from HE, VET institutions and adults.

Eight national **Round-table discussions** will be held with stakeholders from HE, VET, AE and enterprises at the end of the project (one in each country: Bulgaria, Finland, Germany, Italy, UK and three Lithuania). The aim will be to discuss final results and success stories from piloting sessions of e-Mentoring in three educational sectors. The total expected number of participants – 120.

Recommendations for mainstreaming e-Mentoring model on employability and entrepreneurship into educational policies of **for HE, VET and adult education** by embedding it into the study programmes will be developed after national round-table discussions and placed on project's website www.e-mentoring.eu, as well as presented during final international conference.

Recommendations for mainstreaming e-Mentoring model on employability and entrepreneurship **into recruitment policies of enterprises** will be developed after national round-table discussions and placed on project's website www.e-mentoring.eu, as well as presented during final international conference.

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. Consortium develops 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 is reciprocal. The practical implementation of EC measureswithin "New skills for New Jobs" is supported during the project lifetime, furthermore suggested within the project ICT-enhanced solutions will help to improve the quality of employment-related learning for students in HE and VET and adults. The e-Mentoring provided by mentors (employers/employees) gives possibility for enterprises to enrich their recruitment policies and to use the e-mentoring for selecting employees.

The project also contributes 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 contributes to Lisbon Strategy objectives by increasing Key competences for lifelong learning: the project addresses social and civic competences as well as entrepreneurial competences.