

REVERSE MENTORING FOR IMPROVING E-SKILLS ADULTS FOR DIGITAL COMPETENCES”-MENTORING CHANGE

EVENT TRAINING FOR MENTORS:

SESSION : GUIDELINES FOR CAREER-FOCUSED MENTORING

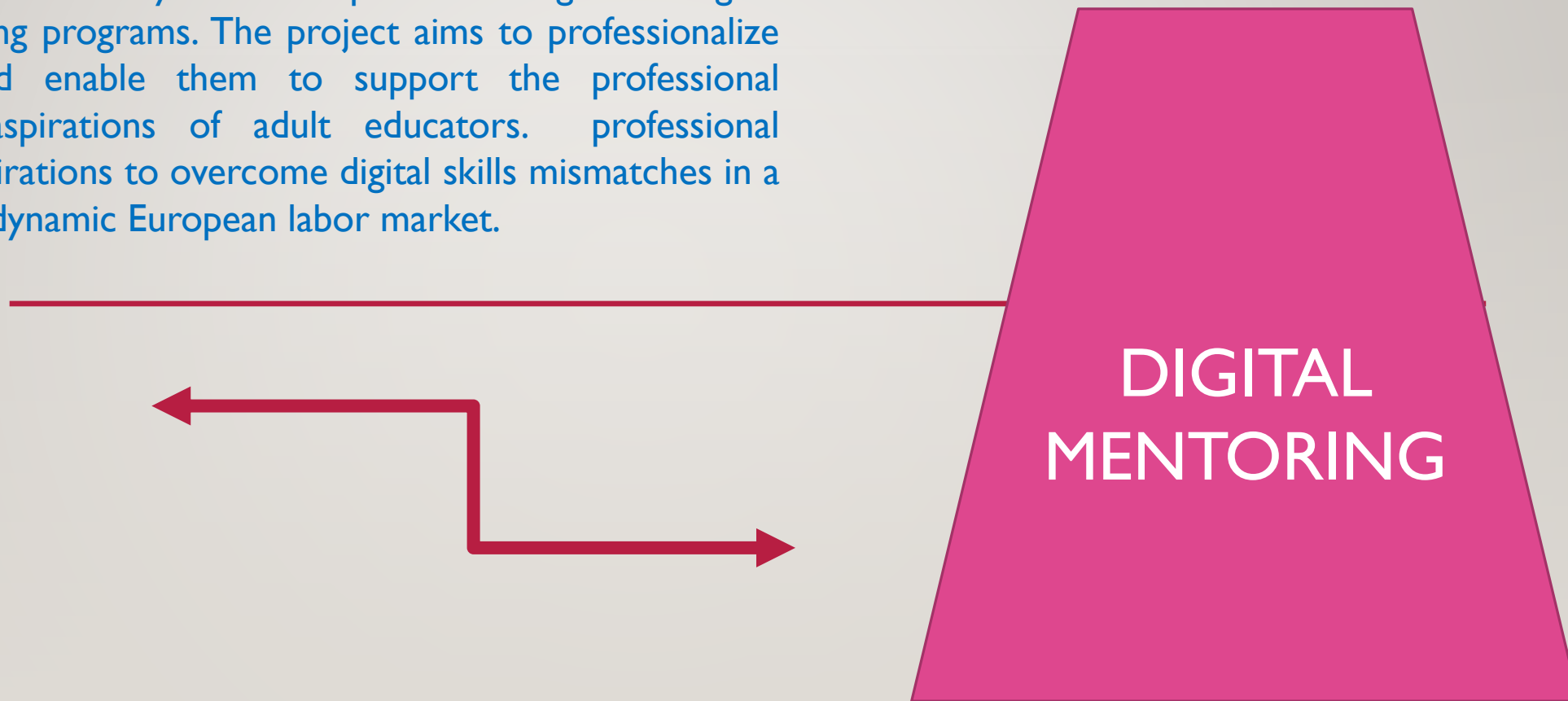


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PARTNERS



The MENTORING CHANGE project support adult educators with an innovative tutoring methodology focused on digital competencies to foster the inclusion and employability of digitally disadvantaged working adults. Thus, the objectives of the project are directly related to the selected priorities to consolidate knowledge, experience and skills to propose innovative ways to develop methodologies for digital training and mentoring programs. The project aims to professionalize adult educators and enable them to support the professional development and aspirations of adult educators. professional development and aspirations to overcome digital skills mismatches in a very demanding and dynamic European labor market.



The project is anticipated to generate the following results



GUIDELINES FOR FOCUSED MENTORING AND PILOT MENTORING

TRAINING MATERIAL FOR TRAINING OF ADULT TEACHERS-MENTORS



ADULT-SHORT-TERM STAFF TRAINING EVENTS IN EACH COUNTRY



DISSEMINATION WORKSHOP IN EACH COUNTRY



THE GUIDELINES CONSIST OF THREE PARTS:

I.- INTRODUCTORY PART, WHERE DEMAND ON CAREER GUIDANCE METHODOLOGY WILL BE PRESENTED.

II.-METHODOLOGICAL, WHERE MAIN METHODOLOGICAL ISSUES FOCUSED MENTORING PROCESSES WILL BE INTRODUCED.

III.- PRACTICAL - WHERE PRACTICAL RECOMMENDATIONS ON PREPARATION AND IMPLEMENTATION OF CAREER MENTORING PROGRAMS WILL BE PRESENTING.

THIS TOOL WILL EQUIP CAREER MENTORS WITH AN EFFECTIVE INSTRUMENT FOR SELF-DIAGNOSTIC OF MENTEES ADULTS AND HELPS TO LEAD THEM TO FIND STRATEGIES FOR SUCCESS AND CAREER DECISIONS BASED ON EACH MENTEE'S PERSONAL QUALITIES AND PREFERENCES COME INTO THEIR OWN BY IMPLEMENTING THE PROGRAM.

1.- INTRODUCTORY PART

THE GUIDE ANALYZES IN THE INTRODUCTORY PART THE RAPID DIGITAL TRANSFORMATION OF TODAY'S SOCIETY AND THE NEED FOR BASIC DIGITAL TOOLS LINKED TO THE EUROPEAN DIGITAL STRATEGY IN THE FIVE PROJECT COUNTRIES.

The United Nations SDG 4 goal calls for a significant increase by 2030 in the number of young people and adults who have the necessary skills, particularly digital, technical and vocational skills, to access employment, decent work and entrepreneurship. According to the statistics, 85% of jobs in the EU need basic digital skill level, while 43% of the EU population did not have a sufficient level of digital skills.



DIGITAL SKILLS



Despite EU initiatives, flagship actions, and policies to enhance digital competences of the EU labor force (European Skills Agenda, Digital Education Action Plan, Digital Skills and Jobs Coalition), in Cyprus “one out of two Cypriots lacks basic digital skills” (Digital Economy and Society Index, 2022, p. 3). The Digital Economy and Society Index (DESI) identified critical deficiencies in the labor force, ranking Cyprus 21st, with a score of 41.8, which falls below the EU average score of 45.7. About one fifth of the population (21%) demonstrate knowledge of basic digital skills, while 60% demonstrate an introductory level of content creation, which falls below the EU average of 26% for basic skills and 66% for introductory content creation skills.



79% of employees in Germany declared the use of computers or computerized equipment at work (2018), but only the 19% of them declared to have more than basic digital skills. Even if only 4% of workers have no overall digital skills at all, 21% of them have low overall digital skills.



GREECE

In Greece, in general, due to COVID-19 restrictions, many mentors, teachers and educators had to adapt to remote educational tools and methodologies without any previous knowledge or instructions. Now, some continue digitally and with distant or hybrid learning




IRELAND

As of data retrieved from Eurostat in 2021, Ireland is among the countries with the highest percentage of digital skills among its population, reaching up to 70%. Even if digital competencies among Irish people are quite high, constant development and acquisition of new knowledge and skills are essential. Technologies are changing constantly and workers have to adapt accordingly to follow any new trends.



SPAIN

In Spain, and more so after the covid pandemic, the importance of acquiring digital and green skills to achieve a fair and inclusive recovery has been emphasized through initiatives such as the National Action Plan for Digital Education and a New Skills Agenda for Europe (which includes among its ten initiatives the Skills Coalition for Europe). Spain ranks 7th of 27 EU Member States in the 2022 edition of the Digital Economy and Society Index (DESI). The country is making relative progress and over performing versus previous years. The rate of people in Spain having at least basic digital skills is above the EU average (64% compared to 54%) and has significantly increased during the last years.



II. METHODOLOGICAL ISSUES FOCUSED MENTORING PROCESSES

THE EDUCATIONAL RESULTS OBTAINED IN RECENT YEARS IN EUROPE HAVE SHOWN THAT IT IS NECESSARY TO DEEPEN THE UNDERSTANDING AND KNOWLEDGE OF MENTORING AS A RELIABLE AND SAFE WAY TO PROVIDE QUALITY INITIAL TRAINING FOR ADULTS MENTORING PLAYS AN INCREASINGLY IMPORTANT ROLE IN THE ECOSYSTEM OF MEANS AND PRACTICES WITH WHICH LEARNING TAKES PLACE IN TODAY'S KNOWLEDGE SOCIETY.

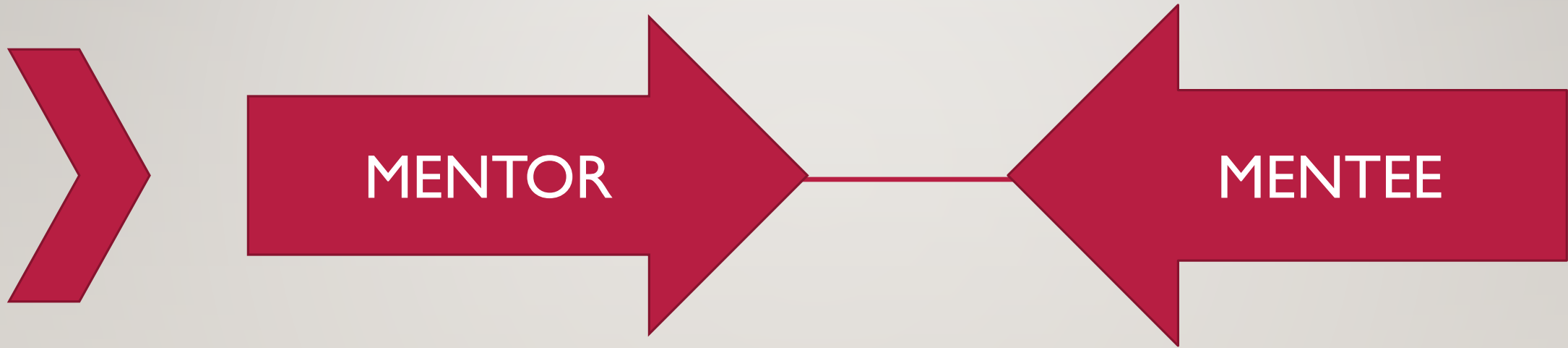


MENTOR

A MENTOR, GENERALLY, FULFILLS A NUMBER OF ROLES INCLUDING PLANNER, COACH, MONITOR, FACILITATOR, DIAGNOSTICIAN, INTELLECTUAL RESOURCE, ROLE MODEL, ADVOCATE AND RAPPORT BUILDER. IS, IN PART, BOTH A TEACHER AND STUDENT DISPLAYING AN OPEN , INTERACTIVE AND SUPPORTIVE MIND-SET THAT INVOLVES A MUTUAL TEACHING AND LEARNING BETWEEN MENTOR AND MENTEE.

TO MEET MENTEES' NEEDS AND INVEST IN HUMAN CAPITAL, IT IS IMPORTANT TO ADOPT A BOTTOM-UP APPROACH TO TACKLE KEY PILLARS:

- (1) A PRAGMATIC EFFORT TO EVALUATE DIGITAL SKILLS AND COMPETENCE NEEDS;
- (2) CURRENT AND FUTURE LABOR MARKET NEEDS AND TRENDS;
- (3) SHORT-TERM AND LONG-TERM SKILLS AND COMPETENCE REQUIREMENTS; AND
- (4) A CONCRETE ACTIONS AND INITIATIVES TO FOSTER DIGITAL SKILLS DEVELOPMENT.



METHODOLOGICAL ISSUES IN THE MENTORING PROCESS:

- THE DEVELOPMENT OF NETWORKING AT THE LEVEL OF TRAINING CENTERS, COMPANIES AND PUBLIC OR PRIVATE ENTITIES IN WHICH THE MENTOR PARTICIPATES OR IS AWARE OF NEW DEVELOPMENTS SO THAT HE/SHE CAN BE CONSTANTLY IN THE PROCESS OF UPDATING AND KEEPING UP TO DATE WITH ALL THE NEEDS OF THE MENTEE.

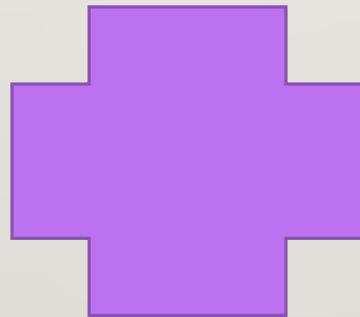
- THE IMPORTANCE OF A BOTTOM UP APPROACH

- THE NEED TO TRAIN THE MENTOR IN A CONTINUOUS AND DYNAMIC WAY, AS THE MENTOR TEACHES AND MENTORS BUT FOR THIS IT IS ESSENTIAL THAT THERE IS A "CONSTANT PROCESS OF TRAINING THE MENTOR" THROUGHOUT HIS OR HER LIFE.

- ADDRESSING THE MASTERY OF COMPETENCIES, SKILLS AND CHALLENGES IN THE MENTOR SUCH AS SELF-MOTIVATION, WORK ORGANIZATION, FLEXIBILITY AND ADAPTABILITY, ORAL COMMUNICATION, WRITTEN COMMUNICATION, CREATIVITY, TEAMWORK, CONFLICT RESOLUTION AND PROFESSIONAL ETHICS, AMONG OTHERS.

III. PRACTICAL RECOMMENDATIONS ON PREPARATION AND IMPLEMENTATION OF CAREER MENTORING PROGRAMS

A GOOD RECOMMENDATION TO TAKE INTO ACCOUNT IS TO REFER TO THE EUROPEAN FRAMEWORK FOR DIGITAL COMPETENCE FOR EDUCATORS "DIGCOMPEDU" WHICH PROVIDES THE GENERAL REFERENCE FRAMEWORK FOR TEACHERS IN DIGITAL COMPETENCES ADDRESSED TO ALL EDUCATORS AND APPLICABLE OF COURSE TO ADULT MENTORS.





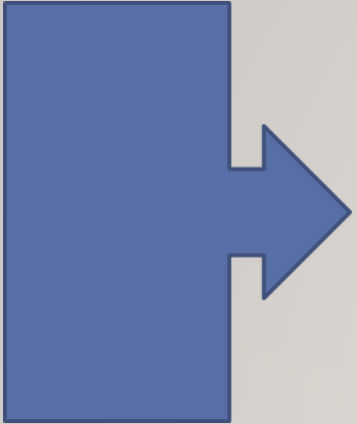
IT IS VERY IMPORTANT FOR THE MENTORING PROCESS TO EXIST:

1. PROFESSIONAL COMMITMENT AT THE LEVEL OF ESTABLISHING COLLABORATION WITH OTHER MENTORS AND SHARING AND EXCHANGING EXPERIENCES AND KNOWLEDGE AND INNOVATING IN THE MENTOR'S EDUCATIONAL PRACTICES.
2. REFLECTIVE PRACTICE ON PERSONAL DIGITAL PRACTICE AND CONTINUOUS PROFESSIONAL DEVELOPMENT THROUGH DIGITAL MEDIA.



**COLLABORATIVE
MENTORING**

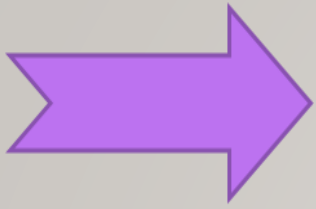




3. FACILITATING THE SELECTION OF DIGITAL RESOURCES, ADAPTING OPENLY LICENSED RESOURCES AND CREATING NEW DIGITAL EDUCATIONAL RESOURCES TO SUPPORT THEIR MENTORING PROCESS IN DIGITAL COMPETENCES TO MENTEES AFTERWARDS.
 4. EXPERIMENT WITH NEW DIGITAL FORMATS AND TAKE ADVANTAGE OF THEM TO IMPROVE THE INTERACTION BETWEEN THE MENTEE AND THE MENTOR.
 5. ESTABLISH COLLABORATIVE LEARNING ON THE ONE HAND AS A MEANS TO IMPROVE COMMUNICATION, COOPERATION AND JOINT CO-CREATION AND ON THE OTHER HAND ESTABLISH SELF-REGULATED LEARNING THAT MAKES THE MENTOR ABLE TO MAKE THE MENTEE REFLECT ON HIS/HER OWN LEARNING BY FORMULATING CREATIVE SOLUTIONS.
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**NEW DIGITAL
FORMATS**





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