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**Digital Empowerment for Inclusion: Strengthening
Skills and Capacities in Vulnerable Youth**
2024-1-ES02-KA220-YOU-00243345

**WP2. ACT 2.3. CURRICULUM- TRAINING
YOUTH WORKERS UNDER THE DIGITAL
MENTORING PROGRAMME**



QUALITY REVIEW TABLE

Review	Date	Description of the Modification	Signature
0	10/04/2025	Initial version	
1	11/05/2025	Suggestions	
2	29/05/2025	Curriculum Final version	

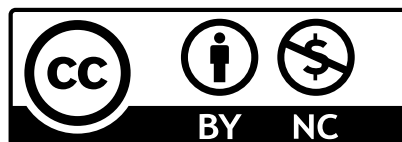
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1. GENERAL OVERVIEW

1.1. INTRODUCTION

The Erasmus+ project “Digital Mentoring Programme” aims to create resources that support youth workers across Europe in acquiring the digital and pedagogical skills necessary to become effective mentors in digitalisation contributing to the social, educational and professional inclusion of vulnerable young people.

Digital literacy is a crucial skill in today's workforce, yet vulnerable youth face significant challenges in acquiring the essential competencies needed to enhance their opportunities and empowerment. Limited access to training, technological resources, and structured learning opportunities exacerbates their exclusion. Traditional programs, moreover, often fail to address their specific needs due to socioeconomic disparities, language barriers, and systemic discrimination. An inclusive pedagogical approach integrating intercultural awareness, mentorship, and tailored training strategies is therefore essential to fostering digital competence and promoting social inclusion.

To decline the core values guiding this project within the world of digital literacy and digital training, interpreting the complex challenges that the world of current information and communication technologies offers us in combination with the recent possibilities given by the large-scale introduction of AI, a handbook and training curriculum will be created.

1.2. DETERMINATION OF THE TARGET GROUPS AND ACCESS CRITERIA

The project clearly defines its target groups, focusing on both the individuals who will directly participate in project activities and the broader collectives intended to benefit from its long-term impact. Two main target groups have been identified: youth in vulnerable situations and youth workers. The access criteria for both groups are based on needs assessments conducted by partner organizations, as well as relevant European research and strategic policy frameworks.

1.2.1. Youth in Vulnerable Situations

This group includes young people who face multiple and intersecting barriers to social and economic inclusion. Specific criteria for inclusion are:

-  Being unemployed or actively seeking employment.
-  Having NEET status (Not in Education, Employment, or Training).
-  Belonging to rural or isolated communities.
-  Being part of ethnic minorities, including Roma communities.
-  Holding migrant or refugee status.
-  Living in poverty or at risk of social exclusion.
-  Demonstrating limited digital and communication skills.

A total of 100 young people from the five partner countries will participate in the Digital Mentoring Program, where they will receive individualized, peer-to-peer mentoring using digital technologies and tools. The goal is to improve their digital skills, self-confidence, and access to education and the labour market, including through AI-driven self-assessment and job application support.

1.2.2. Youth Workers

Although youth workers are also direct participants, they represent a broader professional collective that is critical to the project's sustainability. 25 youth workers will be trained in mentoring methodologies and digital competencies to deliver the program effectively. Access criteria for youth workers include:

-  Experience working with marginalized or at-risk youth.
-  Affiliation with partner or community-based organizations.
-  Willingness and capacity to apply the mentoring model in their local contexts.

By building their skills, the project enhances the support ecosystem available to vulnerable youth, enabling broader replication and long-term impact beyond the initial participants.

1.2.3. Methodology for Target Group Identification

Each partner conducted internal research to assess the specific needs of both youth workers and vulnerable young people in their organizational and community contexts. These findings were complemented by desk research based on secondary sources, including:

-  Digital Education at School in Europe (Eurydice).
-  Europe's Digital Decade: Digital Targets for 2030 (European Commission).
-  Youth Strategy 2030 (INJUVE).
-  DESI 2023 data on digital inclusion and disparities among vulnerable populations.

This combined research confirmed the existence of significant digital divides affecting marginalized youth and the urgent need for inclusive, targeted interventions.

The criteria and definition of the project's target groups ensure that support is directed toward those most in need while enabling broader systemic impact. Through skills development, mentoring, and strategic dissemination, the project seeks to reduce inequalities and promote social inclusion in line with European priorities.

Also, the dual focus ensures that the results and methodologies of the project extend beyond the initial participants. Internal partner research and desk-based studies have informed the design of the project, identifying key challenges in digital access and labour market integration across target groups.

Therefore the project contributes to the European agenda on digital inclusion and youth empowerment, promoting equitable access to digital tools, education, and employment for marginalized youth—while simultaneously professionalizing youth work across Europe.

1.3. PURPOSE AND FRAMEWORK OF THE TRAINING CURRICULUM

The training curriculum is designed to equip youth worker trainers with the competencies and methodologies necessary to effectively support vulnerable young people, including Roma, refugees, NEETs (Not in Education, Employment, or Training), young women and unemployed individuals in developing essential digital skills. In addition, this curriculum is structured to outline the learning objectives, the basic final skills, the methodological strategies and the structure of the training designed for the final beneficiaries, thus constituting a single operational framework that introduces and develops the nature of the activities that will subsequently be described in an accurate and procedural way by the Manual.

It is structured within a pedagogical framework that explicitly addresses issues of vulnerability by incorporating intercultural awareness and inclusion strategies in a digital context, mentioning critical issues and specific operating methods suitable for the intercultural target audience.

The program aligns with the objectives of Erasmus+ by promoting digital inclusion and lifelong learning, as the Council of the European Union Key competences for lifelong learning recommendation does by identifying eight key competences essential to citizens for personal fulfilment, a healthy and sustainable lifestyle, employability, active citizenship and social inclusion. The recommendation serves as a reference tool for education and training stakeholders, establishing a common understanding of essential competencies for the present and future. It outlines effective strategies for competence development through innovative learning approaches, assessment methods, and support for educational staff. To help all learners reach their full potential, it encourages Member States to enhance early childhood education, improve school education and teaching quality, advance vocational education and training, and modernize higher education.

By following these guidelines for lifelong learning, the Project Partners aim to ensure that youth workers have the tools to facilitate knowledge transfer and empower young people in disadvantaged situations. The training focuses on practical applications of digital skills, ethical considerations, and the development of inclusive mentorship strategies tailored to the needs of vulnerable youth.

Through this curriculum, youth workers will gain a comprehensive understanding of digital literacy, online safety, artificial intelligence, and emerging technologies, allowing them to serve as effective mentors. The training also incorporates non-formal educational methods to create engaging, together with accessible and impactful mentoring experiences to encourage self-confidence and active participation among young people.

2. LEARNING OBJECTIVES

2.1. USE DIGITAL TOOLS AND APPLICATIONS FOR PERSONAL AND PROFESSIONAL DEVELOPMENT

In an era characterised by relentless digital transformation, leveraging digital tools and applications for the personal and professional development of vulnerable youth and integrating cutting-edge technologies into educational and professional paradigms are not merely advantageous but they become a strategic imperative. For young individuals navigating socio-economic adversity, the strategic deployment of digital tools and applications serves as a critical vector for empowerment, equipping them with the requisite skills, competencies, and values to thrive in an increasingly complex and interconnected world.

Youth experiencing vulnerability—whether due to economic hardship, social exclusion, or systemic barriers—often find themselves at a pronounced disadvantage in the digital economy. The disparity in access to technology, digital literacy, and professional training increase existing inequalities, underscoring the urgency of targeted interventions.

For this reason, bridging the digital divide needs a well-structured digital capacity-building framework that must encompass not only access to hardware and software but also structured pedagogical approaches designed to cultivate critical thinking, adaptive problem-solving, and ethical digital citizenship. The focus must extend beyond mere technical proficiency towards fostering an intrinsic capacity for continuous learning, adaptability, and responsible engagement with digital ecosystems.

The cultivation of digital literacy among young individuals in precarious circumstances should prioritise the following core competencies:

-  Technical Proficiency: Foundational and advanced skills in operating digital devices, leveraging cloud-based solutions, and navigating

- collaborative platforms to enhance productivity and professional agility.
-  Digital Communication and Networking: The ability to utilise communication platforms effectively, ensuring clarity, professionalism, and an understanding of digital etiquette in virtual professional environments.
 -  Information Management and Cybersecurity Awareness: Critical evaluation of digital information, discernment of credible sources, and adherence to best practices in data security, privacy protection, and ethical online behaviour.
 -  Entrepreneurial and Professional Application of Digital Tools: Practical engagement with digital platforms for self-employment, freelancing, and remote work opportunities, thereby reducing socio-economic vulnerability through diversified income streams.
 -  AI and Automation Literacy: Understanding the implications of artificial intelligence and automation on workforce dynamics, preparing young professionals to engage with emerging technologies proactively rather than reactively.

A structured approach to digital literacy for vulnerable youth must be underpinned by a robust pedagogical and ethical framework. Key tenets of this targeted, value-driven digital training model should include:

-  Human-Centric Digital Education: digital tools must be leveraged in a manner that enhances human agency rather than diminishing it. Training programmes should embed principles of responsible AI use, ethical digital interactions, and the cultivation of online resilience.
-  Mentorship and Experiential Learning: facilitating mentorship opportunities with industry professionals, incorporating project-based learning, and fostering exposure to real-world digital applications ensure that theoretical knowledge translates into tangible professional competencies.
-  Inclusion and Accessibility: digital education strategies must prioritise inclusivity, ensuring that socio-economically disadvantaged youth have access to tailored, adaptive learning experiences that mitigate cognitive overload while reinforcing comprehension.
-  Sustainability and Long-Term Engagement: establishing long-term support structures, such as alumni networks, continuous learning modules, and career counselling, fosters enduring professional trajectories beyond initial training.

In this way, the strategic deployment of digital tools and applications represents a pivotal intervention in addressing socio-economic disparities among vulnerable youth. By fostering digital literacy, ethical engagement, and professional acumen, these initiatives serve not merely as remedial measures but as transformative mechanisms for sustainable empowerment. As architects of digital education frameworks, policymakers, educators, and industry leaders must adopt a multidimensional approach that prioritises inclusivity, ethical responsibility, and lifelong learning, ensuring that digital empowerment translates into substantive and enduring socio-economic mobility.

2.2. UNDERSTANDING AND INTEGRATING CONCEPTS OF ARTIFICIAL INTELLIGENCE AND ONLINE SECURITY

The rapid evolution of Artificial Intelligence (AI) and the increasing complexity of online security demand a paradigm shift in how digital literacy is imparted. For vulnerable youth, understanding and integrating these concepts is not merely a technical necessity but a critical enabler of social mobility, personal agency, and professional readiness. Without structured exposure to AI and cybersecurity, these individuals risk exclusion from emerging economic opportunities while remaining disproportionately vulnerable to cyber threats and misinformation.

Artificial intelligence now permeates nearly every sector, from automation and decision-making to content curation and predictive analytics. Simultaneously, digital threats such as identity theft, phishing attacks, and algorithmic biases pose significant risks to uninformed users. For vulnerable youth digital empowerment, AI literacy must go beyond the basic use of smart technologies—it should encompass an analytical understanding of how AI systems operate, how they shape digital interactions, and how ethical considerations must guide their development and deployment.

In the same way, online security is a foundational component of digital autonomy. Cyber resilience training equips individuals with the ability to protect their personal data, navigate secure authentication practices, and critically assess online risks. Strengthening cybersecurity competencies not only fosters safer digital participation but also enhances employability in a workforce increasingly reliant on secure data management.

A well-rounded education in AI and online security must be designed to address both theoretical understanding and applied skills. Core areas of focus on essential AI and cybersecurity competencies should include:

- 📄 AI Mechanisms and Functionality: understanding fundamental AI concepts, including machine learning, neural networks, and automation, to develop a practical awareness of AI's capabilities and limitations.
- 📄 Bias, Ethics, and Responsible AI Use: exploring ethical considerations in AI, including bias mitigation, transparency, and accountability, to foster critical engagement with AI-driven tools.
- 📄 Cybersecurity Foundations: Mastering key principles such as data encryption, network security, and personal privacy protection to minimise exposure to cyber threats.
- 📄 Threat Awareness and Digital Safety Strategies: recognising phishing scams, malware risks, and social engineering tactics to build proactive security habits.
- 📄 AI's Impact on Employment and Digital Work: examining how AI is reshaping industries and what skills are needed to thrive in an AI-augmented economy.

To ensure long-term efficacy by implementing a future-oriented learning approach, AI and cybersecurity education must incorporate innovative teaching methodologies tailored to diverse learning styles and backgrounds. Key strategic elements include:

- 📄 Scenario-Based Learning: simulating real-world cyber threats and AI applications to promote hands-on problem-solving and critical thinking.
- 📄 Gamification and Interactive Modules: utilising AI-powered learning platforms and cybersecurity challenges to enhance engagement and retention.
- 📄 Cross-Sector Collaboration: partnering with tech firms, cybersecurity experts, and policy organisations to offer mentorship, internships, and experiential learning opportunities.
- 📄 Lifelong Learning Pathways: establishing ongoing learning networks, certification programmes, and digital forums where young individuals can continuously refine their skills and stay ahead of technological advancements.

Understanding and integrating AI and cybersecurity concepts is fundamental for the digital resilience and professional empowerment of vulnerable youth. These competencies not only enhance their ability to engage safely in digital spaces but also position them as informed participants in an AI-driven workforce. By adopting a strategic, ethical, and inclusive approach to AI and security education, stakeholders can create pathways toward greater digital equity, professional integration, and long-term socio-economic stability.

2.3. BUILD MENTORING PROGRAMS TAILORED TO THE NEEDS OF YOUNG PEOPLE FROM MARGINALIZED GROUPS

Mentoring programmes serve as a cornerstone for the development and empowerment of vulnerable youth, particularly in the digital landscape. By fostering structured guidance, skill acquisition, and professional exposure, well-designed mentorship initiatives create sustainable pathways for social and economic mobility. However, effective mentoring must be carefully tailored to address the unique needs of each individual, ensuring that participants receive targeted support that aligns with their aspirations, challenges, and learning capacities. A successful tailored mentoring programme is not a one-size-fits-all initiative; rather, it requires a strategic, data-driven approach that considers the diverse circumstances of its participants. The following elements form the foundation of an impactful mentorship framework.

1. Needs Assessment and Customised Learning Pathways

-  Conducting thorough assessments to evaluate the mentees' prior knowledge, technical competencies, and socio-economic background.
-  Identifying personal and professional goals to ensure a mentorship experience that is both aspirational and realistic.
-  Designing adaptable learning pathways that cater to different levels of proficiency, from foundational digital literacy to advanced technical skills.

2. Structured Multi-Tiered Mentorship Models

-  Implementing a combination of one-on-one mentorship, peer learning groups, and expert-led workshops to provide holistic guidance.
-  Offering tiered mentorship programmes that evolve with the mentee's progress, ensuring continuous development and skill refinement.
-  Facilitating mentorship matching based on professional interests, ensuring that mentees are paired with industry experts who can provide relevant insights and career navigation.

3. Industry Collaboration and Real-World Exposure

-  Partnering with technology firms, cybersecurity agencies, and AI research institutions to provide mentees with exposure to cutting-edge innovations and workplace dynamics.
-  Offering structured internship and apprenticeship opportunities to bridge the gap between theoretical knowledge and practical application.

- Engaging mentors from diverse professional backgrounds to provide mentees with comprehensive insights into emerging career trajectories.

4. Skills Development Beyond Technical Training

- Integrating soft skills training, such as critical thinking, problem-solving, communication, and leadership, into the mentoring curriculum.
- Encouraging ethical discussions around AI, digital security, and responsible online engagement to ensure mentees develop a principled approach to technology use.
- Providing psychological support and resilience-building exercises to help mentees navigate challenges in both their professional and personal lives.

5. Continuous Evaluation and Programme Optimisation

- Establishing measurable success indicators to track mentee progress and programme effectiveness.
- Implementing feedback mechanisms that allow for iterative improvements, ensuring the programme remains relevant and impactful.
- Incorporating AI-driven analytics to assess engagement levels, learning outcomes, and areas for enhancement in real time.

Beyond immediate skill acquisition, mentoring programmes' impact plays a transformative role in shaping the long-term career trajectories and personal growth of vulnerable youth. By fostering a culture of continuous learning, professional adaptability, and ethical responsibility, these initiatives empower individuals to thrive in an increasingly digitised world. Moreover, by equipping mentees with the tools to become future mentors themselves, a well-structured programme ensures the perpetuation of knowledge-sharing and community upliftment. Designing mentorship initiatives that cater to the specific needs of disadvantaged youth demands a thoughtful, customized, and forward-thinking strategy. By implementing tailored educational pathways, fostering collaborations with industry stakeholders, and embracing comprehensive development frameworks, these programs pave the way for lasting opportunities that support both career growth and personal enrichment. As digital landscapes continue to evolve, so too must mentoring frameworks—ensuring that no individual is left behind in the pursuit of technological fluency and career success.

Young individuals from Romani and refugee backgrounds, as well as NEETs and unemployed persons as long as women, encounter substantial barriers to digital education and labour market participation. Linguistic limitations, socio-economic disadvantages, systemic discrimination and cultural barriers hinder their ability to develop essential competencies, thereby restricting their opportunities in accessing or re-entering employment due insufficient institutional support or required skills.

At the end of the course, participants will be able to:

-  Develop structured yet adaptable mentoring plans tailored to the specific needs of targeted vulnerable youth, incorporating culturally and gender-sensitive responsive strategies alongside digital tools to enhance accessibility and engagement.
-  Address employment challenges such as limited language proficiency, lack of social networks, and unrecognized qualifications through targeted support, digital skills training, and career guidance.
-  Strengthen mentees' cultural identity and sense of belonging by integrating personal development with digital literacy, ensuring holistic growth and confidence in professional settings.
-  Foster long-term engagement and digital confidence through follow-up and continuous support.
-  Establish safe learning spaces that reinforce identity, confidence, and a sense of belonging, encouraging active participation in both professional and community settings.

2.4. APPLY NON-FORMAL METHODS FOR MENTORING VULNERABLE YOUNG PEOPLE

Non-formal education refers to structured learning that takes place outside traditional academic settings, focusing on flexibility, learner engagement, and practical skill acquisition. Unlike formal education with standardized curricula, non-formal methods prioritize experiential learning, participatory approaches, and real-world applications. It is particularly effective for vulnerable youth facing exclusion, language barriers, or socio-economic hardships.

At the end of the course, participants will be able to:

 Effectively equip adult learners with the necessary skills to become digital mentors, employing dynamic and interactive teaching methodologies that foster engagement, collaboration, and deep learning. Below are key pedagogical approaches, along with concrete applications tailored to the context of training digital mentors:

1. Interactive Workshops: they are structured learning sessions where participants actively engage in hands-on activities, discussions, and problem-solving exercises rather than passively receiving information. This approach fosters critical thinking, collaboration, and experiential learning.
2. Peer Learning: it capitalizes on the exchange of knowledge and experiences among participants, fostering a collaborative learning environment where each individual contributes to and benefits from the collective expertise of the group. This reinforces learning while simulating real mentorship scenarios.
3. Storytelling for Cultural Expression: it serves as a powerful means to convey complex ideas, personal experiences, and cultural values. It enhances emotional connection and makes abstract concepts more tangible. Stories can be compiled into a resource for future mentees, fostering empathy and cultural awareness.
4. Gamification to Enhance Motivation: it integrates elements of game design—such as challenges, rewards, and competition—into educational experiences to boost motivation and engagement. Leaderboards and milestone rewards can enhance motivation and encourage participation.
5. Role-Playing: it immerses learners in simulated real-world situations, allowing them to practice skills, anticipate challenges, and refine their approach in a controlled environment. This exercise builds confidence and adaptability.
6. Project-Based Learning Tailored to Real-World Challenges (PBL): it encourages participants to apply their knowledge to real-life problems, fostering autonomy, problem-solving skills, and meaningful engagement. This could involve developing a series of beginner-friendly tutorials, organizing a community tech support event, or co-creating an online resource hub for digital literacy.

By integrating these methodologies into the training curriculum, future digital mentors will not only acquire technical knowledge but also develop the pedagogical and interpersonal skills essential for guiding beneficiaries towards digital empowerment. These approaches:

-  Foster active participation, critical thinking, and problem-solving skills, engaging young learners actively in their learning processes, while strengthening their confidence, resilience, and sense of belonging.
-  Create an inclusive mentoring environment that respects cultural diversity and addresses challenges such as discrimination, linguistic isolation, and socio-economic exclusion and limited access to education. Participants will learn how to create inclusive and supportive learning environments that build trust, encourage motivation, and provide tailored guidance to help young people navigate social and employment challenges.
-  Adapt mentoring techniques to different learning styles, using active listening, empathy-building, conflict resolution, and motivational coaching to provide personalized and empowering guidance

3. CURRICULUM STRUCTURE AND CONTENT

Module	Title	Main content	Teaching methods	Duration
3.1	Introduction to Mentoring	The concept of digital mentoring; The role of the mentor; Communication and leadership skills	Interactive presentations, role-playing	4 h.
3.2	Digital Inclusion	The importance of digital inclusion; Vulnerable groups and their challenges in the digital age	Case studies, group discussions	3 h.
3.3	Digital Tools	Use of self-assessment apps, online collaboration tools, educational platforms	Practical activities, workshops	4 h.
3.4	Online Safety	Cybersecurity; Protection of personal data; Combating disinformation	Simulations, debates	3 h.
3.5	Artificial intelligence	Introduction to AI; Practical uses for employment and professional development	Interactive presentations, exercises	4 h.
3.6	Emerging Technologies	Internet of Things (IoT); Use of cloud computing; Multimedia content creation	Workshops	3 h.
3.7	Creating a Mentoring Program	Designing a personalized mentoring program for vulnerable young people	Group projects, brainstorming	4 h.

3.8	Evaluation and Conclusions	Skills assessment; Self-assessment and feedback	Quizzes, reflective discussions	3 h.
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3.1. MODULE 1 - THE CONCEPT OF DIGITAL MENTORING; THE ROLE OF THE MENTOR; COMMUNICATION AND LEADERSHIP SKILLS

Learning Objectives/outcomes		
Knowledge	Skills	Attitude
The participants understand the fundamental principles of digital mentoring and the role of the mentor.	The participants are able to listen actively, communicate inclusively, provide motivational leadership, and manage conflict resolution.	The participants are endowed with empathy, intercultural openness, social responsibility, commitment to inclusion.

Digital mentoring employs digital tools and platforms to guide individuals in acquiring essential digital competencies and enhancing employability skills. This practice facilitates access to educational resources and empowers learners to navigate the digital landscape, thereby mitigating the challenges posed by social and economic disparities. In this context, the digital mentor assumes a multifaceted role as a guide, educator, and motivator, offering targeted instruction on the effective use of digital technologies while simultaneously fostering a supportive environment that addresses issues such as digital exclusion and discrimination. Moreover, effective digital mentoring is underpinned by robust communication and leadership skills, including active listening, clear and inclusive communication, empathy, motivational leadership, and constructive conflict resolution.

These skills are critical in establishing meaningful mentor-mentee relationships that not only promote technical proficiency but also contribute to the overall personal development of the mentee.

Their role includes:

-  **Providing guidance** on using digital tools for learning, job searching, and communication.
-  **Fostering confidence** by creating a supportive and encouraging learning environment.

-  **Addressing challenges** such as digital exclusion, discrimination, or lack of access to resources.
-  **Encouraging critical thinking** about online safety, digital ethics, and responsible technology use.
-  **Active Listening:** Understanding mentees' needs, challenges, and goals.
-  **Clear and Inclusive Communication:** Using accessible language and adapting to diverse learning styles.
-  **Empathy and Emotional Intelligence:** Building trust and providing personalized support.
-  **Motivational Leadership:** Encouraging mentees to stay committed to learning and personal development.
-  **Conflict Resolution:** Addressing challenges or misunderstandings constructively.

By mastering these elements, mentors can create meaningful connections with mentees, fostering both digital literacy and personal growth.

3.1.1. Overall Objective

Empower mentors to effectively support vulnerable youth through digital mentoring by understanding its core principles, embracing their roles, and enhancing their communication and leadership abilities—all through interactive exercises including role plays and brainstorming sessions.

3.1.2. Introduction to Digital Mentoring

Objective 1: Build a solid understanding of digital mentoring and its benefits for vulnerable groups.

Content 1:

-  **Expectations:** What is a mentor? What is digital mentoring? What are the challenges vulnerable youths may face in accessing digital mentoring?
-  **Activity:** Participants are invited to upload their reflection on Interactive board with few lines about them and to share their expectations, definition of digital mentoring and vulnerability mentees may face on stickers in Canva.
-  **Task:** In small groups, brainstorm the role of digital mentor and mentoring and the unique challenges vulnerable youth face in accessing digital skills and discuss how digital mentoring can address these challenges.

-  **Definition:** What is digital mentoring will be defined in a digital presentation highlighting similarities to the participants' suggestions.
-  **Relevance to Vulnerable Youth:** Helps refugees, Roma, NEET youth, and women overcome geographical, social, and economic barriers. Two examples of activities useful for achieving this goal.
-  **Teamwork:** Participants will be organized into teams, promoting diversity in skills and perspectives. Each team will be assigned a unique set of vulnerability and challenges to solve related to digital learning.
-  **Role play:** In groups, one group acts as the mentee (with a provided profile such as a refugee with limited tech exposure), and the other as the mentor initiating the digital mentoring relationship and trying to overcome a problem.
-  **Debriefing and Reflection:** • Following the game, a debriefing session will provide an opportunity for teams to reflect on their experiences. • Participants will discuss the effectiveness of their strategies and share insights gained from the challenges they faced.

Objective 2: The Role of the Mentor and Communication Skills. Define the mentor's role and enhance essential communication skills in a digital context.

Content 2:

-  **Role of the Mentor:**
 - Acts as a guide, role model, and facilitator of goal setting.
 - Builds trust and adapts to the mentee's cultural and personal needs.
-  **Effective Communication:**
 - Active listening, clarity in instructions, and tailoring messages to the mentee's level of digital literacy.
 - Overcoming barriers such as language differences and limited digital vocabulary.

3.2. MODULE 2 - DIGITAL INCLUSION: THE IMPORTANCE OF DIGITAL INCLUSION; VULNERABLE GROUPS AND THEIR CHALLENGES IN THE DIGITAL AGE

Learning Objectives/outcomes		
Knowledge	Skills	Attitude
The participants define digital inclusion and recognize socio-economic and cultural barriers.	The participants are able to make needs analysis, reflective storytelling, participatory mapping	The participants are able to exercise empathy towards inequality, human-centred approach, equity orientation.

This session adopts a human-centred and participatory pedagogical model. Case-based learning, interactive mapping, and reflective storytelling encourage empathy and multidimensional understanding. Rather than treating digital exclusion as an abstract issue, the course grounds the discussion in personal experiences and region-specific data.

3.2.1. Learning Objectives

-  Define digital inclusion and articulate its significance in contemporary educational contexts.
-  Identify systemic, socio-economic, and cultural barriers impeding access to digital resources for vulnerable youth.
-  Recognize the strategic role of tutors in fostering digital equity.

3.3. MODULE 3 - DIGITAL TOOLS: USE OF SELF-ASSESSMENT APPS, ONLINE COLLABORATION TOOLS, EDUCATIONAL PLATFORMS

Learning Objectives/outcomes		
Knowledge	Skills	Attitude
The participants are familiar with key educational platforms and collaborative digital tools.	The participants are able to make practical use of self-assessment apps, online collaboration platforms and learning management tools.	The participants are able to exercise proactiveness in learning, adaptability to technology and collaborative spirit.

The session adopts a hands-on, experiential methodology. Through a 'learning- by-doing' structure, tutors gain confidence with tools that foster collaboration, assessment, and learning management.

At the same time, the session follows a lab-based approach incorporating guided practice and peer co-teaching. Emphasis is placed on real-time problem solving and adaptation to various mentoring needs.

3.3.1. Learning Objectives

-  Attain proficiency in diverse digital tools that support educational and mentoring processes.
-  Learn to integrate digital platforms into customized learning and engagement strategies for vulnerable youth.

3.4. MODULE 4 - ONLINE SAFETY: CYBERSECURITY; PROTECTION OF PERSONAL DATA; COMBATING DISINFORMATION

Learning Objectives/outcomes		
Knowledge	Skills	Attitude
The participants are familiar with core concepts of cybersecurity, personal data protection, and digital citizenship.	The participants are able to detect online threats, source verification, and promote critical thinking.	The participants are able to exercise ethical awareness, digital responsibility and attentiveness to safety.

Using scenario-based simulations and dialectical debate, the session encourages tutors to explore complex ethical and security concerns. Simulations mimic real online environments to cultivate practical awareness. Precisely, interactive simulations and critical debates bring abstract safety concepts into daily mentoring reality. Participants explore the nuances of online vulnerability through gamified and case-based formats.

3.4.1. Learning Objectives

-  Understand key concepts in digital safety, including data protection and digital citizenship.
-  Equip tutors to educate mentees on identifying online threats and developing critical thinking against misinformation.

3.5. MODULE 5 - ARTIFICIAL INTELLIGENCE: INTRODUCTION TO AI; PRACTICAL USES FOR EMPLOYMENT AND PROFESSIONAL DEVELOPMENT

Learning Objectives/outcomes		
Knowledge	Skills	Attitude
The participants are familiar with basic understanding of AI and Machine Learning and their applications in education and employment.	The participants are able to experiment with AI tools, critically evaluating ethical implications.	The participants are able to exercise curiosity for innovation, critical thinking and an ethical mindset.

Combining multimedia-supported lectures and lab-style sessions, tutors engage both conceptually and practically with AI. An emphasis on interactivity ensures contextual understanding.

This is a blended session with short conceptual inputs followed by intensive tool experimentation. Tutors engage with AI not just as users but as evaluators and designers.

3.5.1. Learning Objectives

-  Grasp foundational concepts of Artificial Intelligence and Machine Learning.
-  Explore AI applications in educational and professional development contexts.
-  Critically evaluate the ethical implications of AI tools in education.

3.6. MODULE 6 - EMERGING TECHNOLOGIES: INTERNET OF THINGS (IOT); USE OF CLOUD COMPUTING; MULTIMEDIA CONTENT CREATION

Learning Objectives/outcomes		
Knowledge	Skills	Attitude
The participants are familiar with understanding the basics of IoT, cloud computing and multimedia content creation.	The participants are able to apply emerging technologies in mentoring and educational activities.	The participants are able to exercise an Innovative mindset, open to change and experimentation oriented.

The session leverages project-based learning. Through exploratory workshops, participants gain conceptual insight while experimenting with practical applications.

Session sections are structured around short sprints: each segment introduces a technology and immediately immerses participants in a guided challenge.

3.6.1. Learning Objectives:

-  Become familiar with emerging technologies and their potential in inclusive education.
-  Apply tools like IoT, cloud computing, and multimedia content creation in mentoring practices.

3.7. MODULE 7 - CREATING A MENTORING PROGRAM. DESIGNING A PERSONALIZED MENTORING PROGRAM FOR VULNERABLE YOUNG PEOPLE

Learning Objectives/outcomes		
Knowledge	Skills	Attitude
The participants are familiar with the structure and key components of an effective mentoring program.	The participants are able to make needs assessment, strategic planning, mentor recruitment and training, integration of digital tools.	The participants are able to exercise leadership capacity, inclusive program design mindset, and educational responsibility.

A mentoring program for vulnerable young people serves as a crucial bridge to digital empowerment, providing structured support, guidance, and resources to help them navigate the digital world safely and effectively. Many young people face barriers such as lack of access to technology, limited digital literacy, cybersecurity risks, and social exclusion. A well-structured mentoring program can address these challenges by fostering inclusion, building digital confidence, and equipping mentees with essential skills for education, employment, and personal development.

Designing a mentoring program requires a structured approach, ensuring that both mentors and mentees have clear expectations and pathways for engagement. The key steps to designing an effective mentoring program include:

-  **Defining Objectives:** Establishing clear goals for what the program seeks to achieve (e.g., digital literacy, career development, personal growth).
-  **Identifying the Target Audience:** Understanding the specific needs, challenges, and demographics of the mentees.
-  **Structuring the Program:** Determining the duration, frequency of interactions, and mentorship methods (individual vs. group mentoring, online vs. in-person).
-  **Selecting and Training Mentors:** Recruiting suitable mentors and equipping them with the necessary skills and tools.

-  **Choosing Digital Tools and Resources:** Integrating appropriate platforms, software, and resources to facilitate mentoring sessions.
-  **Implementing Evaluation and Feedback Mechanisms:** Establishing a system to track progress, gather feedback, and improve the program over time.

This session will provide participants with hands-on experience in designing a structured mentoring program, focusing on each of these steps through interactive exercises, brainstorming sessions, and collaborative group work. Drawing on design thinking, the session supports ideation through structured brainstorming and prototype iteration. Diverse inputs are encouraged through peer critique.

3.7.1. Objective

Participants will explore the purpose and impact of digital mentoring for vulnerable youth, understanding how it fosters inclusion, skill development, and empowerment. They will identify the key elements and steps required to design an effective mentoring program, including defining objectives, structuring sessions, selecting mentors, and integrating digital tools. Through collaborative activities, they will develop a structured mentoring framework tailored to the needs of mentees, applying strategic planning and problem-solving techniques. This process will enhance their critical thinking and teamwork skills, equipping them with the knowledge and confidence to implement impactful mentoring initiatives.

1. Introduction to Mentoring Programs

Objective: Provide a foundational understanding of the essential components of a mentoring program.

Content:

-  Definition and purpose of a mentoring program for vulnerable young people.
-  The role of digital mentors and their impact.
-  Steps in designing a structured mentoring program.

2. Identifying Mentees' Needs

Objective: Help participants analyse and define the needs of their target audience.

Content:

-  Common challenges faced by vulnerable youth (e.g., digital exclusion, cybersecurity risks, lack of digital confidence).
-  How to conduct needs assessments (surveys, interviews, observations).
-  Strategies for building trust and engagement.

3. Building Trust and Engagement

Task: Interactive Discussion & Practical Exercise

Participants will discuss real-life scenarios where trust and engagement were successfully or unsuccessfully established in mentorship settings. They will then engage in a trust-building exercise where they practice active listening, empathy, and rapport-building techniques through paired storytelling. In this activity, each participant shares a personal experience while their partner practices engaged, non-judgmental listening and responds with supportive feedback. This exercise will help reinforce the importance of trust in mentorship and provide practical strategies for fostering strong mentor-mentee relationships.

Debriefing: Following both activities, participants will reflect on what strategies worked best in assessing needs and building trust, discussing how these techniques can be applied in real mentoring scenarios. The facilitator will summarize key takeaways and best practices for ensuring meaningful and effective mentor-mentee relationships.

4. Structuring a Mentoring Program

Objective: Guide participants in designing a concrete and structured mentoring framework.

Content:

-  Establishing program goals and defining measurable outcomes.
-  Structuring mentorship sessions: frequency, duration, and modes of interaction.
-  Selecting and training mentors effectively.
-  Choosing and integrating digital tools for online mentoring.

3.8. MODULE 8 - EVALUATION AND CONCLUSION. SKILL ASSESSMENT, SELF-ASSESSMENT AND FEEDBACK

Learning Objectives/outcomes		
Knowledge	Skills	Attitude
The participants are familiar with methods for skill assessment, self-evaluation, and constructive feedback.	The participants are able to conduct quizzes, interpret results, and deliver effective feedback.	The participants are able to exercise reflective mindset, openness to continuous improvement, and confidence in one's abilities.

Evaluating a mentoring program is essential to measure its success, identify areas for improvement, and ensure that both mentors and mentees benefit from the experience. This session will focus on effective evaluation techniques, self-assessment methods, and gathering meaningful feedback to enhance future mentoring initiatives. In this session, a final reflective model is employed, balancing summative assessment with introspective dialogue and planning. Active learner voice is prioritized.

3.8.1. Overall Objective and Specific Learning Objectives

Enable participants to understand and apply practical methods for assessing skills, conducting self-assessments, and delivering effective feedback. The session emphasizes the use of quizzes, reflective discussions, and role play to reinforce learning and foster continuous improvement.

By the end of the session, participants will have a clear understanding of the purpose and methods of skills assessment and self-assessment, enabling them to evaluate competencies effectively. They will be able to conduct self-assessments, interpret quiz results to identify learning gaps, and apply these insights for continuous improvement. Through role-play and reflective discussions, they will develop the ability to deliver and receive constructive feedback, enhancing their communication and mentoring skills. Ultimately, participants will be prepared to integrate these techniques into their mentoring or learning environments, fostering growth and development for both mentors and mentees.

1. *Specific Learning Objectives:*

-  Conduct self-evaluation and assess learning outcomes.
-  Develop a personalized plan for continuous digital upskilling.
-  Encourage reflective thinking as a tool for professional development.

2. *Session Introduction & Overview*

Objective

Set the stage by explaining the importance of skills assessment, self-assessment, and feedback in personal and digital skills development.

Content

-  **Skills Assessment:** The process of evaluating knowledge, abilities, and areas for improvement.
-  **Self-Assessment:** A tool that helps individuals evaluate their own skills, strengths, and development areas.
-  **Feedback:** Information provided by others that helps individuals identify areas of success and areas for improvement.

3. *Understanding Skills Assessment*

Objective

Learn the concept of skills assessment and explore various methods to measure competencies.

Content

-  **Skills Assessment Methods:** These include observation, quizzes, and performance tasks. Participants explore how these methods provide insights into individual abilities and identify areas for improvement.
-  **Benefits of Skills Assessment:** Understanding strengths, addressing skill gaps, and setting measurable goals.

4. *Self-Assessment Techniques*

Objective

Develop self-awareness through self-assessment tools and reflective practices.

Content

-  **Self-Assessment Tools:** Methods like reflective journals, self-rating scales, and checklists help participants evaluate their own skills and development progress.
-  **Role of Self-Assessment:** In continuous learning, self-assessment helps individuals identify their strengths and areas of development and take ownership of their learning journey.

5. *Effective Feedback Techniques*

Objective

Learn how to deliver and receive constructive feedback that promotes growth.

Content

-  **Constructive Feedback Principles:** Focus on specificity, timeliness, and empathy. Good feedback helps guide improvement without discouraging the individual.
-  **Self-Feedback vs. External Feedback:** Recognize the difference and how both can complement each other in promoting growth.

6. *Final Reflective Discussion and Quiz Review*

Objective

Consolidate the day's learning through reflective dialogue and a final quiz review to encourage reflective synthesis and ensure collective closure of the training journey. The final reflective discussion, combined with a concise quiz review, serves as an essential moment of **closure, connection, and calibration**. This brief yet intentional session is designed to:

-  Encourage participants to articulate and internalize their own learning trajectories.
-  Reinforce core digital competencies through communal synthesis.
-  Promote metacognitive awareness and peer-supported insight.
-  Clarify residual misunderstandings identified through the final quiz.

Delivered in an inclusive, dialogical format, this concluding activity aligns with the principles of **transformative learning theory** and values the tutor as both learner and reflective practitioner. Though brief, the **Final Reflective Discussion and Quiz Review** operates as a compact pedagogical ritual, combining recognition, consolidation, and collective inspiration. It ensures that tutors do not simply leave the course with information, but with **confidence, clarity, and commitment**—ready to guide the next generation of learners through the digital frontier.

Content

-  **Key Insights:** Discuss the main takeaways from the session, focusing on how assessment, self-assessment, and feedback can be applied in participants' work or mentoring practices.
-  **Final Quiz Review:** Participants complete a short quiz to review key concepts covered in the session. This helps reinforce the material and clarify any areas of confusion.

Structure and Methodology

Introduction – Reflective Discussion (5 minutes)

Each participant notes key insights from the session and shares one strategy they plan to implement in their mentoring practice or personal development.

Part 1 – Guided Reflective Circle (10 minutes)

Method: Plenary dialogue using the “Digital Mentoring Compass” metaphor.

Tool: Optional use of a shared whiteboard tool (e.g., **Miro** or **Jamboard**) for collective visual synthesis.

Part 2 – Interactive Quiz Review (10 minutes)

Method: Gamified recap using a quiz-based platform.

Tool: Kahoot! or Socrative – projected on screen, accessible via mobile devices.

Structure:

-  A short, 5-question quiz based on key digital literacy content from the course (e.g., identifying secure platforms, appropriate AI usage in education, or GDPR basics).
-  Each question is briefly discussed post-response, with the facilitator elaborating on the correct answer and clarifying frequent misconceptions.

4. LEARNING METHODOLOGIES AND STRATEGIES

This training program is based on a non-formal and experiential learning approach, creating an engaging, flexible, and inclusive learning environment. It employs diverse educational techniques that cater to different learning styles and needs, ensuring active participation and practical skill development.

From here on, we will refer to the concept of **approach** as the set of theoretical principles and pedagogical beliefs that guide teaching and learning, influencing the choice of methodologies and instructional strategies. While the approach refers to the overarching theoretical framework, the **methodology** instead represents the practical application of these theories through specific teaching methods, techniques, and strategies.

For the development of the training course an integrated framework that incorporates the humanistic approach, social constructivism, and Technology-Enhanced Active Learning (TEAL) can be employed to create an inclusive and engaging learning experience.

The **humanistic approach** prioritizes learners' emotional well-being, motivation, and personal growth, fostering a supportive environment through experiential activities such as storytelling, role-playing, and mindfulness exercises. **Social constructivism**, instead, emphasizes learning as a collaborative and interactive process, encouraging peer mentoring, group projects, and real-world problem-solving tasks to facilitate knowledge construction in a meaningful social context. Meanwhile, **TEAL** leverages digital tools and interactive platforms to enhance learner engagement, incorporating gamification, virtual simulations, and digital storytelling to foster autonomy and active participation.

The course design should be informed by a comprehensive needs analysis, ensuring alignment with learners' backgrounds and linguistic requirements, followed by experiential, collaborative, and technology-enhanced methodologies that promote both digital proficiency and personal empowerment. Assessment strategies should be reflective and formative, integrating portfolio-based evaluations, peer and self-assessment, and continuous feedback mechanisms to support learners' progress and engagement.

This holistic framework ensures the learning experience to be inclusive, interactive, and contextually relevant, facilitating the social and professional integration of vulnerable youth while fostering personal growth and lifelong learning skills.

In this light, the whole learning process is youth-centred, and activities have been designed to physically and psychologically engage and actively involve young people in their own learning process, using their competences, emotions and intellects. These approaches provide participants with a safe space to explore, reflect, and understand best practices for mentoring vulnerable youth.

The curriculum offers a range of suggested techniques, but trainers have the flexibility to select and adapt activities according to session objectives and participant needs and learning styles. This ensures that learning outcomes are effectively met while fostering an inclusive and supportive learning environment. To enhance accessibility and engagement, consider incorporating a variety of dynamic techniques, such as:

-  **Experiential Learning:** Real-life case studies, simulations, and hands-on exercises to provide practical experience and real-world problem-solving opportunities.
-  **Collaborative Learning:** Team projects, peer mentoring, and group discussions to foster knowledge-sharing, cooperation, and collective problem-solving.
-  **Non-Formal Methods:** Role-playing, creative brainstorming, and gamified learning to encourage engagement, creativity, and practical application.
-  **Group Projects:** Encouraging teamwork and critical thinking by solving real-world challenges through project-based learning.
-  **Interactive Presentations:** Engaging discussions and multimedia presentations to enhance comprehension and active participation.
-  **Practical Activities:** Hands-on exercises to develop technical skills and digital literacy.
-  **Case Studies & Simulations:** Analysing real-life scenarios and immersive simulations to develop critical thinking and decision-making skills.
-  **Debates:** Encouraging critical discourse and diverse perspectives to build argumentation, communication skills and an inclusive attitude.

5. ASSESSMENT

5.1. FORMATIVE ASSESSMENT: CONTINUOUS FEEDBACK AND REFLECTIVE DISCUSSIONS

Formative assessment is a vital component of a digital skills training program, especially for vulnerable youth, as it provides continuous feedback and reflective discussions that guide learners through their educational journey. Unlike summative assessments, which evaluate learner outcomes at the end of a course, formative assessment focuses on monitoring progress and supporting improvement in real time. This ongoing process helps learners identify their strengths and weaknesses, adjust their learning strategies, and build confidence in their digital skills. Furthermore, formative assessment promotes **learner autonomy** by empowering students to take responsibility for their learning. As learners receive ongoing feedback and engage in reflective discussions, they become more invested in their progress and more capable of adjusting their strategies. This autonomy not only strengthens their motivation but also builds their self-confidence and resilience—qualities that are particularly valuable for vulnerable youth, who may face challenges outside of their learning environment.

At the core of formative assessment is **continuous feedback**, which plays a crucial role in refining learners' skills. Feedback can take various forms, such as verbal comments, written evaluations, digital quizzes, and peer assessments. For instance, feedback might focus on a learner's ability to use digital tools, troubleshoot problems, or engage with digital platforms. When feedback is specific, timely, and constructive, it helps learners make immediate improvements, fostering a deeper understanding of the material and enhancing their confidence.

In addition to feedback, **reflective discussions** are a key element of formative assessment. These discussions, whether through group reflections, journaling, or one-on-one mentor sessions, allow learners to evaluate their learning process, recognize progress, and set goals for further improvement. Reflective activities foster metacognitive skills, encouraging learners to think about their thinking, learning strategies, and areas needing attention. This reflective process helps learners embrace mistakes as learning opportunities, enhancing their problem-solving skills and boosting motivation. Engaging in reflective discussions also cultivates a growth mindset, which is essential for maintaining perseverance and enthusiasm throughout the training.

Formative assessment can include activities such as quizzes, digital simulations, peer reviews, group projects, and reflective exercises. These methods provide opportunities for learners to demonstrate their digital competencies while receiving constructive feedback. Additionally, digital platforms allow instructors to track learner progress in real time, which helps tailor teaching approaches to the individual needs of students.

In conclusion, formative assessment, through continuous feedback and reflective discussions, is a cornerstone of a successful digital skills training program for vulnerable youth. It not only supports the development of technical abilities but also encourages personal growth, autonomy, and resilience. By integrating continuous feedback and reflective practices, the program helps learners build confidence, recognize their strengths, and address areas for improvement.

Ultimately, formative assessment empowers vulnerable youth to thrive in digital environments, preparing them for success in both their professional and personal lives.

5.2. SUMMATIVE ASSESSMENT: DIGITAL SKILLS TESTS AND SELF ASSESSMENTS

Summative assessment represents the culmination of the learning journey undertaken by participating tutors within the digital training programme. It is designed not merely as a measure of content acquisition, but as a structured opportunity for reflection, validation of competences, and strategic planning for ongoing professional growth. This final phase ensures that tutors possess the digital fluency, critical thinking capacity, and pedagogical adaptability required to accompany vulnerable youth in an ever-evolving technological landscape.

The assessment strategy integrates both **objective testing** and **reflective self-evaluation**, combining quantitative and qualitative approaches to capture the multidimensional nature of digital competence. Summative assessment within this training programme is not a terminal endpoint, but rather a **strategic springboard**. By validating their skills and clarifying their reflective capacity, tutors are empowered to assume their role as **digitally competent, ethically grounded, and pedagogically agile mentors**. Through this evaluative process, the programme aligns itself with European values of equity, lifelong learning, and digital empowerment for all.

5.2.1. Structure of the Summative Assessment

A.1. Digital Skills Tests (*Objective Evaluation*)

This component evaluates participants' operational proficiency across a range of digital tools, platforms, and safety protocols introduced throughout the course. It focuses on practical application, problem-solving, and decision-making in realistic mentoring scenarios.

Assessment modalities may include

-  Scenario-based simulations.
-  Task-based digital exercises.
-  Tool-integration quizzes.

A.2. Grading Criteria

-  Accuracy and completeness of responses.
-  Relevance of digital tools selected for each scenario.
-  Demonstrated understanding of ethical and inclusive digital practices.

B.1. Self-Assessment and Reflective Evaluation

To complement the skills-based component, tutors are invited to undertake a structured self-assessment, grounded in critical pedagogy and professional self-awareness. This phase emphasizes metacognition, emotional intelligence, and the internalization of inclusive digital mentoring principles.

Recommended tools and formats

Self-assessment rubrics, adapted from the European DigCompEdu framework, encompassing areas such as:

-  Digital resource creation and adaptation.
-  Data literacy and security awareness.
-  Communication and collaboration in digital contexts.
-  Empowering learners through technology.

Digital reflection journals:

Using platforms like **Padlet**, **Notion**, or **Google Keep**, tutors reflect on prompts such as:

-  “Which digital tool challenged me the most, and how did I overcome this?”.
-  “In what ways has my perception of digital inclusion evolved throughout the programme?”.
-  “How will I embed digital ethics in my mentoring practice moving forward?”.

Mentoring Scenario Reflection:

-  Each participant is presented with a composite scenario (e.g., mentoring a neurodivergent migrant youth with low digital literacy) and is asked to:
 -  Identify key digital tools to support the mentee’s progress.
 -  Anticipate obstacles and propose inclusive solutions.
 -  Reflect on their emotional response and pedagogical stance.

Peer Feedback Option:

-  Where possible, tutors may exchange reflections in small peer circles, providing constructive commentary, thereby enhancing collective awareness and horizontal learning.

B.2. Ensuring Fairness and Accessibility

All summative assessments are designed with **Universal Design for Learning (UDL)** principles in mind, ensuring that diverse learning needs, technological familiarity levels, and cultural backgrounds are respected. Alternative formats (e.g., oral presentation instead of written quiz; visual storytelling instead of text reflection) may be offered.

-  Furthermore, a formative feedback session follows the assessment, allowing participants to:
 -  Review their performance and identify areas of growth.
 -  Receive qualitative input from trainers.
 -  Define their own professional development roadmap in the digital domain.

6. FINAL REMARKS

This curriculum is designed not only to equip tutors with technical know-how but to cultivate an ethos of digital empathy, strategic thinking, and inclusive practice. Emphasizing open-source and collaborative tools, the program is aligned with the EU's commitment to social inclusion, digital transformation, and youth empowerment. This curriculum is structured to foster both *digital fluency* and *pedagogical empathy*, positioning tutors as empowered mediators capable of leveraging technology for inclusive, transformative education. Emphasis on open-source tools ensures accessibility and scalability, aligning with EU values of equity, innovation, and lifelong learning.

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