# A European Curriculum on Mentoring for Social Inclusion

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NHL
STENDEN

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# A European Curriculum on Mentoring for Social Inclusion

2023-1-AT01-KA220-HED-000158214 - Ment4EU - Mentoring for Social Inclusion in Europe: Sharing Knowledge and Building Capacity.

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# Table of Contents

**Foreword 1**

The Blended Intensive Program Mentoring for Social Inclusion: Introductory Course, held at NHLStenden from April 3-7, 2025, truly made a difference in the lives of its participants. This course brought together a vibrant mix of students, lecturers, researchers, and practitioners from all over the world, creating a warm and inclusive atmosphere where everyone could and wanted to learn from each other. Participants went home with a new set of practical tools and strategies to support marginalized individuals, helping them overcome barriers and find their way in society. The course highlighted the importance of empathy, active listening, and effective communication—skills that are essential for building inclusive communities. Attention was also given to cultural differences and the interest of systems.

By tackling issues like discrimination, systematic bias, and exclusion head-on, the program empowered participants to become proactive agents of change in their fields. The significance of programs like these in higher education across Europe is immense. These programs play a crucial role in preparing future professionals to address social inequalities and societal diversity and inclusion in their communities. Integrating these courses into higher education curricula ensures that students are not only academically proficient, but also socially conscious and ready to make a positive impact on society.

This holistic approach to education is vital for developing well-rounded individuals who can lead and inspire change in our increasingly diverse and interconnected world. By fostering a more international, multicultural, and empathetic learning environment, higher education institutions in Europe can make a significant contribution to creating inclusive societies and promoting social justice.


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Professor by special appointment
University of Groningen, the Netherlands

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## Foreword 2

*Being a mentor means creating space for others to grow into the best version of themselves. I believe in lifting others as I climb - empowering them to believe in their own potential as I continue to grow alongside them.* – Regillio, NHL Stenden student (Suriname)

This is just the latest quote on the Bridges by Mentors Instagram account. Other quotes from students on our mentoring programme are just as inspiring. They all show deep commitment, empowerment and the fact that mentoring is a two-way street: both mentor and mentee benefit and grow.

In recent years, we have seen that young people in general are finding it harder than ever to reach out to others. The Pandemic, the increasing use of social media and the growing polarisation have certainly not helped to build the social networks and open-mindedness that allow for personal growth in students and young people, resulting in problems such as loneliness and mental health issues. International students often face challenges in building connections with local communities, which can hinder their sense of belonging and intercultural growth. Meanwhile, many young people, particularly in rural areas, have limited opportunities to interact with international people, missing out on enriching global perspectives.

The Ment4EU European Curriculum for Social Inclusion aligns seamlessly with the objectives of the Bridges by Mentors initiative. At its core, Ment4EU aims to enhance social inclusion by fostering intercultural understanding, civic engagement, and the development of essential soft skills. The Mentoring Outreach Programme, developed in collaboration with universities and professional organizations across Europe, embodies these principles by providing international students with the opportunity to mentor young locals. Through this mentoring frameworks, students gain practical experience in navigating cultural diversity, strengthening their interpersonal and leadership skills, and actively contributing to their local communities. These aspects are central to the Ment4EU curriculum, which emphasizes that meaningful connections, guided skill-building, and structured mentoring moments are powerful tools for personal and professional growth.

By integrating mentoring into academic programs, universities not only support students' academic journeys but also prepare them for the complexities of a globalized workforce. The values instilled through this approach—citizenship, civic engagement, and social inclusion—help transform students into socially responsible professionals who are ready to meet the evolving demands of society. Together, Bridges by Mentors and Ment4EU create a pathway for students to develop holistically, ensuring that they graduate not just with knowledge but with the skills and connections necessary to thrive in an interconnected world.

*Mentoring touches eternity, you never know when the impact ends.* - Betty Bijvoets

Afke Bruinsma
Project leader Erasmus+ KA2 project Bridges by Mentors
NHL Stenden University, Leeuwarden, The Netherlands

**Introduction**

This curriculum on social mentoring is the result of a collaboration of a diverse group of academics, practitioners and students from around the world and was developed and facilitated as part of the Erasmus Plus Project "Mentoring for Social Inclusion in Europe: Sharing Knowledge and Building Capacity" (Ment4EU). It was implemented for the first time in Europe as a cross-organisational effort with a transdisciplinary approach as a blended intensive program with 30 participants from the partner countries joined by a further 220 students, practitioners and academics from NHL Stenden and the Netherlands for plenary sessions. The participants originated from 29 different countries and the event was organised at NHL Stenden University of Applied Sciences, Leeuwarden, the Netherlands, between the 3rd and the 7th of February 2025. At the time of the development and implementation of this program, it was the first such initiative in higher education in Europe.

The intended group of learners for this course are students, lecturers, researchers, academics and practitioners (mentors and program managers/coordinators of mentoring programs) interested in learning about mentoring for social inclusion and who are active in the fields of social work, youth work, sociology, health care, community work, management and organization, and related fields of practice and study programs. The weight of the program is 5 ECTS and the participants may receive a transcript of records (students) or a qualified confirmation of participation from the hosting university at the end of the course.

The reason for developing and implementing this curriculum was manifold. Social mentoring programs aim to create and sustain a supportive and collaborative relationship between an experienced individual (mentor) and someone seeking support (mentee) with the goal of promoting the inclusion of marginalized or underrepresented individuals in society (Le et al., 2024). The mentor provides guidance, advice, and assistance to help the mentee overcome barriers, develop skills, and navigate social systems (Raposa et al., 2019. The focus of social mentoring is on fostering an environment that values diversity and ensures that everyone has equal opportunities to participate in social, economic, and cultural aspects of society (Mauche, 2023). Mentoring for social inclusion can address issues such as discrimination, bias, and exclusion, and aims to empower individuals to fully participate and contribute to their communities. In fact, social mentoring is one of the fastest growing forms of social intervention in Europe, based primarily on citizen volunteers, and this type of social innovation is currently being developed on a transnational level (Preston et al., 2019). Therefore, it is increasingly being recognized and promoted by governments.

Training people in mentoring for social inclusion, who go on to work in social, educational, health-related, leadership, and helping professions, is crucial for several reasons (Prieto-Flores & Feu Gelis, 2018): **(1) Promotes empathy and understanding**: learning about mentoring for social inclusion exposes course participants to diverse perspectives and backgrounds. It helps them develop empathy and understanding towards individuals who may face exclusion or discrimination based on factors like race, ethnicity, gender, sexuality, disability, or socioeconomic status. **(2) Fosters inclusive communities**: social mentoring programs create opportunities for citizens to engage with people from different backgrounds. By understanding the importance of inclusion, people can actively contribute to creating welcoming and supportive environments within their communities, higher education institutions, or schools. **(3) Builds leadership and communication skills**: mentoring involves communication, active listening, and problem-solving skills. Hence, in this course, participants will learn these skills, which are essential in mentoring as well as for personal and professional development. They will also learn how to advocate for inclusivity and social justice. **(4) Addresses biases and stereotypes**: teaching about mentoring for social inclusion helps participants recognize and challenge biases and stereotypes. It encourages the use of critical thinking about systemic inequalities and empowers participants to become agents of positive change in combating discrimination and prejudice. **(5) Supports mental health and well-being**: experiencing social exclusion can have detrimental effects on mental health and well-being. Therefore, mentoring programs can provide support networks and connections that can mitigate feelings of isolation and loneliness, promoting positive mental health outcomes for both mentors and mentees. **(6) Prepares for a diverse society**: in today's increasingly interconnected world, understanding diversity equity and inclusion is essential for success in various aspects of life, including education, work, and social interactions. Hence, teaching participants about mentoring for social inclusion may equip them with the knowledge, skills and attitudes needed to navigate and

contribute to a diverse and purposeful society. More exactly teaching participants about social mentoring, they will become aware of the essential skills needed in the mentoring process, as well as about the theoretical perspectives, concepts and policies in social mentoring. By designing and facilitating this program, a more international, multicultural, innovative, empathetic, purposeful, mindful, inclusive, and equitable learning environment for participants, higher education students, practitioners in the field of mentoring will be fostered.

## 1. Structure and Course Description

The course is designed to be a one-week blended intensive program (BIP) structured into two modules: Module 1: Diversity, Policies, Programs and Relationships in Social Mentoring and Module 2: Practice and Effects of Mentoring: Mentoring Skills and Attitudes. The program was designed as a BIP with two pre-online sessions dedicated to the introduction to social mentoring and organizational and logistics aspects around the in-person program, a five-day face-to-face program (See Appendix 2) and post program consisting of the assessment of the deliverable (See Appendix 1). The course was designed based on the "sustainability by design" principles and practices like inclusion, open innovation and open access to help produce high quality outcomes that can be transferred, adapted, developed further, expanded to include different actors and extended past the funding period.

## 2. Didactics and Delivery

During this blended intensive program, a variety of social constructivist teaching and learning activities can be used like workshops, lectures, guest lectures (e.g., by experts in the field, mentees, and relevant industries), group activities, roleplays and simulations where relevant case studies and situations can be discussed and analyzed using relevant evidence-based theories and models applicable to the social mentoring field. More exactly, participants will learn and apply essential skills needed in the mentoring process as well as policy content in which mentoring is provided by taking a critical approach to mentoring on the one hand and having a critical understanding of mentoring for social inclusion on the other hand. It is advisable that the facilitators together with the participants make sure to foster an inclusive, empathetic, and equitable learning environment so that participants can apply and improve social mentoring-related competencies as mentioned in the next section. The module Diversity, Policies, Programs and Relationships in Social Mentoring module is delivered under the form of plenary sessions and the module Practice and Effects of Mentoring: Mentoring skills and attitudes in small groups of about 15 students to facilitate discussions, role-plays and group work.

## 3. Learning Objectives

The knowledge and activities included in this program are rooted in social capital and social-psychological theories having the following **learning objectives**:

- To raise awareness of the key components, principles and aims of mentoring for social inclusion in diverse settings and contexts.
- To introduce participants to theoretical perspectives and concepts in social mentoring.
- To learn about mentoring relationships, dynamics and processes.
- To develop an understanding about quality in mentoring program design and implementation including outcomes, evidence, and impact.
- To increase understanding of the policy context and develop a critical understanding of social mentoring.
- To highlight and provide opportunities to practice mentoring skills (e.g. active listening, sending interpersonal messages, giving and receiving feedback, empathy, emotional intelligence, moral compass, critical thinking).
- To encourage participants to improve their reflective skills.
- To promote cooperative, inclusive, and creative learning processes through group projects, role-playing, networking, and expert opinion from guest speakers.
- To create an international, inclusive and multicultural learning experience.
- To create links between universities and social partners to nurture new ideas and innovative models of teaching, learning and cooperation.

## 4. Competencies

Participating in the course implies that participants will actively practice and acquire a variety of highly valued skills which not only enhance participants' personal growth but also prepares them for future roles in society and the work field, like:

- **Active listening**: participants will learn to listen attentively and empathetically, which helps build trust and understanding in mentoring relationships.
- **Communication skills**: effective verbal and non-verbal communication is crucial and by participating in the skills sessions, participants will improve their ability to convey ideas clearly and understand others' perspectives.
- **Cross-cultural sensitivity skills**: participants will experience an international environment and participate in creating an inclusive learning environment.
- **Empathy and emotional intelligence**: participants will apply emotional intelligence skills which means understanding and sharing the feelings of others, which is a core skill in mentoring towards building strong, supportive relationships.
- **Giving and receiving constructive feedback**: participants will actively participate in activities and roleplays where they will have to give and receive constructive feedback, which a key skill in mentoring.
- **Problem-solving and critical thinking**: mentoring often involves helping others navigate challenges. Participants will learn how to build and maintain a moral compass, which will enhance participants' ability to think critically and find solutions in an ethical and moral acceptable way.
- **Leadership and teamwork:** participants will learn to lead by example and work collaboratively, treating other participants as equals and fostering a team-oriented environment.
- **Goal setting and planning:** participants will learn to set and achieve goals, which in turn hones their own skills in planning and goal management.
- **Self-efficacy:** participants will gain necessary knowledge and skills to build confidence in their abilities to make a positive impact on others.

## 5. Course Modules

Two modules are part of the programme: **Module 1**: **Diversity, Policies, Programs and Relationships in Social Mentoring** and **Module 2**: **Practice and Effects of Mentoring: Mentoring Skills and Attitudes**. Each subject is described in the next sections. This curriculum is designed to be facilitated a 5-day training as follows: one session of 1,45 minutes of mentoring skills and two lectures of 1,5 hours on the theory of mentoring and one guest lecture of 1 hour on a social mentoring context of a European country. See Appendix 2 for the course overview of the implementation in the Netherlands. Future implementations should consider the feedback for improvement as presented in Appendix 3.

### 5.1. Module 1 Diversity, Policies, Programs and Relationships in Social Mentoring

The goal of the Introduction to the Theory and Practice of Social Mentoring course is to provide a comprehensive understanding of mentoring programs and relationships, particularly within social contexts. This involves exploring theoretical frameworks and evidence-based practical approaches to develop effective mentoring programs. During the course, participants will be introduced to the following social mentoring topics: introduction to social mentoring: the big picture and developments; history, governance, welfare, target groups, relationship to public and social services, cultural aspects in European mentoring for social mentoring; concepts of mentoring – models of mentoring and contexts (youth mentoring, policy in different countries etc.); organizing social mentoring (matching, supervision, program, good practices, quality standards, types (1-1, group, peer, youth initiated mentoring (YIM)); mentoring in different contexts (youth mentoring, etc. different models, evidence, research, etc.); mentoring relationships. What happens during a mentoring relationship? (focus, goals, phases, strengths/limitations, dangers/challenges, ethics); mentoring in different contexts (migrant, etc.); and mentoring in higher education. Additionally, different European social mentoring contexts can be presented by international guests from different European countries.

## 5.2 Module 2 Practice and Effects of Mentoring: Mentoring Skills and Attitudes

Being social beings, humans participate actively in their communities at work, school, and play. Iinterpersonal skills play a vital role in social mentoring by facilitating effective communication, building relationships by empathizing, understanding, resolving conflicts, motivating and inspiring mentees, promoting cultural competence, and setting and maintaining professional boundaries. Mentors who possess these skills are better equipped to support and guide their mentees toward success in their personal and professional lives. During this introductory course, students focus on the following interpersonal skills: exploration of the Paul and Elder framework of critical thinking as moral compass; applying Emotional Intelligence and sending interpersonal messages.

Participation in the workshops on interpersonal skills requires preparation work. Participants were instructed and facilitated the preparations for the f2f sessions two months in advance. The theoretical insights and some adapted application exercises to social mentoring situations were taken from the book of Robbins, S., and Hunsaker, P. L. (2014). *Interpersonal Skills: Tips for Managing People at Work*. 6th edition. Pearson Higher Ed.

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**Appendix 1: Assessment, Certification, Guidelines Reflective Product Folder**

The course has a weight of 5 ECTS credit points. A certificate may be awarded to each participant who fulfils the requirements. For this, it is necessary that the Reflective Product Folder is rated as sufficient. A plagiarism check of the deliverable should be performed. In Table 1 the components of the Reflective Product Folder, form of testing, weight of each component, maximum points, norm in points and the equivalent value in ECTS credit points are explained.

**Table 1.** Test unit, form of testing, weight, max and norm of points in points and ECTS

| Test unit | Components of the test unit | Form of testing | Weight | Max points | Norm pts | ECTS |
|---|---|---|---|---|---|---|
| Reflective Product Folder | A. Learner Report | Individual | 70% | 10 | 5.5 | 5 |
| | B. Action Plans | Individual | 30% | 10 | 5.5 | |

***N.B.*** Both components (A and B) need to be passed to obtain the 5 ECs. In case a component is found insufficient, only that component will have to be re-sited.

**Certification:** the participants who successfully completed the training and obtained a passing grade for the Reflective Product Folder may recive a Certificate of Participation for 5 ECTS issued by the organizing institution.

**Guidelines for Writing the Learner Report and Action Plans**

The Reflective Product Folder has two components: component A "the Learner Report" and component B "the Action Plans". The guidelines for each component are explained in the following paragraphs.

1. **Component A, the Learner Report,** needs to contain concise reflections on all the activities, lectures/workshops, and guest lectures the participant participated in using the following structure:
- Description of the learning outcome(s).
- Summary and analysis using theories and models presented in the session.
- Description of the learning process and applicability of those aspects to own professional and personal development
- Each reflection should be substantiated with at least two reliable sources and included in the argumentation according to the APA7 guidelines.

**Tip: leading questions participants may use for an in-depth reflection**: The main learning outcomes/aspects/theories/strategies I have internalized from this session/activity are…… These learning outcomes/aspects/theories/strategies are important for my personal and professional development because …… My thinking and life will be different in the future in the following ways because I have internalized and am now using these strategies in my thinking …. I am weaving together ideas I am learning in these sessions in the following way… This is important because…. Make sure you use an academic reporting style and critical thinking criteria in your argumentation (e.g. clarity, accuracy, relevance, significance, precision, logicalness, breadth, completeness, depth and fairness).

2. **Component B, the Action Plans,** needs to contain the Action Plans for the skills the participants practised with during the mentoring skills sessions and prepared for using the book of Robbins, S., and Hunsaker, P. L. (2014). Interpersonal Skills: Tips for Managing People at Work. 6th edition. Pearson Higher Ed. The guiding questions for the action plans can be found at the end of each chapter in the Interpersonal Skills book. The action plans need to be presented using the SMART goals approach (Specific, Measurable, Achievable, Realistic, and Timely) and critical thinking criteria (e.g. clarity, accuracy, relevance, significance, precision, logicalness, breadth, completeness, depth and fairness).

3. **Tip: Leading questions to use when writing the Action Plans:**
    a. Which behaviour do I want to improve?
    b. Why? What will be my profit?
    c. What potential obstacles stand in my way?
    d. What specific things will I do to improve?
    e. When will I do them?
    f. How and when will I measure my success?

The Reflective Product Folder should have a neat lay out according to the APA7 rules, wherever necessary, a cover page (student name and number, university, course name, date, and a digitalized table of contents and page numbers), well-structured and complete introduction and chapters, include both components of the test unit: component A the Learner Report and component B. Action Plans, and an AI declaration as provided for in this section.

**AI and Assessment**

Artificial Intelligence (AI) has become a mainstream issue with the release of Open AI Chat GPT in November 2022. Content is generated based on program data that has been analysed by the AI for correlations and patterns. Based on the prompt(s) entered by the user, AI uses a model to make predictions about what to output. AI can analyse inconceivably large amounts of data at incredible speeds and learn and improve over time on its own as its program data increases. AI can generate answers to academic assignments, essays, etc., leading to concerns about cheating. However, AI outputs have weaknesses such as bias, erroneous content, lack of citations, and incompleteness. AI provides capability for students to ask a computer to create outputs that the student can submit for assessment. There are different gradations of possible use of AI by students, some of which is very helpful, efficient and should be encouraged, but some levels of use would be too great and would constitute an academic offence. Students' use of AI in assessment can range from minor, where there is limited input into the student's assessment through to major where (almost) all the assessment is generated by AI (see Table 2 on usages of AI).

**Table 2.** Usage of AI

| None | Minor | | Moderate | Major |
|---|---|---|---|---|
| Human | Computer | | Computer | Computer |
| | Human | | Human | |
| Assessment is entirely created by student. | AI is used to create resources that generate thinking e.g. an essay structure, summary of key points or inspiration. | | AI is used to create the assessment that the student enhances or extends. | AI is used to create the assessment in its entirety and the student passes off others work as their own. |
| ENCOURAGED | ACCEPTABLE | | <u>NOT</u> ACCEPTABLE | <u>NOT</u> ACCEPTABLE |

*NB*. Although <u>*minor*</u> use of AI (to generate ideas, improve texts, etc) is not a problem, over-use of AI will impede students' understanding and academic development, extending (ultimately) to fraud. Such an offence may be treated similarly to plagiarism (i.e. summarising or paraphrasing others' work, or AI work, to a degree that a student may pass off such written text as their own). Considering these reasons, for the deliverable participants submit, an AI declaration as presented in this section needs to be included.

**AI declaration for non-end work assessment (INDIVIDUAL):**

I herewith declare that:

1) The work, of which this is a record of, is done wholly by me.
2) This work has not been submitted previously for assessment by me or anyone else.
3) Artificial Intelligence (AI) tools have not been used more than to a minor degree in the creation of the work.
4) Artificial Intelligence tools have been used to …… in the following sections……
5) All citations have been distinguished by quotation marks and the sources of my information have been specifically acknowledged.

<u>Name and Signature</u>          <u>Date</u>          <u>Place</u>

## Assessment Form Reflective Product Folder

| Criteria | Insufficient/Poor<br><br>1.0 – 5.4 pts | Sufficient<br><br>5.5-6.9 pts | Good<br><br>7.0-8.4 pts | Very Good/Excellent<br><br>8.5 -10 pts | Points |
|---|---|---|---|---|---|
| **Part A** | | | | | |
| **Description of the learning outcome(s)** | None/some of the learning outcomes are discussed. | Most of the learning outcomes are sufficiently discussed. | All learning outcomes are discussed well and comprehensively. | All learning outcomes are discussed systematically, comprehensively, and in-depth. | **Max 1 point** |
| **Summary and analysis using theories and models presented in the session.** | No or a small attempt to summarize and analyze the content using theoretical models. Only a descriptive presentation of knowledge is presented. | The author shows sufficient understanding of theoretical knowledge. Sufficient analysis is presented. | The author presents own view, showing good analytic thinking applied to the studied topic. A good synthesis and analysis of the concept(s) is presented using theoretical insights. | The author's own point of view is extensively described and explained. Considerable effort has been put into expressing deep analytic thinking, synthesis and analysis of the topic from different theoretical perspectives. | **Max 2 points** |
| **Description of the learning process and applicability of those aspects to own professional and personal development** | The author's learning process is not discussed or is very shallowly/insufficiently presented. | The learning process is sufficiently discussed and learning goals for the future are mentioned. | The learning process is well described. Strengths and weaknesses in the learning process are well recognized, and goals for deeper learning in the future are set. | The learning process is very well/ excellently presented. Strengths and weaknesses in learning are very well/ excellently recognized and clear goals and an action plan for improving deeper learning in the future are included. | **Max 2 points** |
| **Feedback Part A** | | | | | |
| **Part B** | | | | | |
| **4 action plans using the SMART approach** | Not all four action plans are included, or they were included but the SMART approach is not used. They are incomplete. | All action plans are included and sufficiently reflected upon using the SMART approach. | All action plans are included and well reflected upon using the SMART approach. | All action plans are included and very well/excellently reflected upon using the SMART approach. | **Max 1 point** |
| **Instruments/materials needed to achieve the goal** | An insufficient/very incomplete explanation of the instruments/ materials needed to implement the action plans. The estimation of the time needed to achieve the goal is not realistic. | A sufficient explanation of the instruments/materials needed to implement the action plans, and a realistic estimation of the time needed to achieve the goal is included. | A good explanation of the instruments/materials needed to implement the action plans, and a realistic estimation of the time needed to achieve the goal is included. | A very good/excellent explanation of the instruments/materials needed to implement the action plans, and a realistic estimation of the time needed to achieve the goal is included. | **Max 1 point** |
| **Critical thinking criteria in the argumentation/analysis of the report**<br><br>**(e.g. clarity, accuracy, relevance, significance, precision, logicalness, breadth, completeness, depth, fairness)** | A general poor and underdeveloped argumentation is presented and the critical thinking criteria are not used. | A sufficient argumentation is presented using critical thinking criteria. Some arguments are underdeveloped, but the overall argumentation is sufficiently developed. | A rather good argumentation is presented using critical thinking criteria. The reader remains with a few unanswered questions. | A very good/excellent argumentation is presented using critical thinking criteria. The reader does not have additional questions upon reading the action plans. | **Max 2 points** |

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| Structure, APA7 referencing. Use of a range of credible and reliable sources (minimum 10). The AI declaration is included. | The reference list is limited and needs a wider range of sources. APA7 style is not used consistently. Several referencing errors are present, and the structure is not correct and neat. The AI declaration is (not) included. | Used a reasonable reference list, but not reasoned and insufficient number of reliable sources. Some referencing errors in style and consistency are present. It is a rather neat report with a sufficiently good structure. The AI declaration is (not) included. | Used good reference list which contains an adequate range of reliable sources based on inclusion and exclusion criteria. Odd error in APA7 style. It is a neat report with a good structure. The AI declaration is (not) included. | Used an excellent reference list which contains a wide range of reliable sources. Inclusion and exclusion criteria clearly mentioned. The recommended number of references is met. Correct usage of APA7 style. It is a very neat report with a very good structure and reporting style. The AI declaration is (not) included. | Max 1 point |
|---|---|---|---|---|---|
| Total points | | | | | |

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## Appendix 2: Sample Course Program

In this section the overview of the online and f2f Ment4EU Erasmus + blended intensive programme pilot course, which was implemented at NHL Stenden Applied Sciences University in Leeuwarden, the Netherlands 3 – 7 February 2025 are presented.

### Online Program facilitated two months before the f2f program on location.

| Sessions | Time allocated | Topic/activities | Facilitator |
|---|---|---|---|
| **Session 1** | 60 minutes | Introduction to BIP (content, outline of the program, preparation, materials, logistics, AOB, Q&A) | Host university representative supported by project partners |
| | 60 minutes | Lecture: short introduction to social mentoring<br>Activity: share your experience with and knowledge about social mentoring | Project partner<br><br>Host university representative supported by project partners |
| **Session 2** | 80 minutes | Program-related Q&A<br>Presentation on the culture of the host country | Host university representative supported by project partners |
| | 40 minutes | Group discussion in small chatrooms on the importance and own experience with social mentoring | Host university representative supported by project partners |
| | 20 minutes | Q&A about logistics and f2f program | Host university representative |

### The face-to-face programme

| Day | Time | Topic | Type of Activity |
|---|---|---|---|
| **Day 1** | 9.00 - 9.30 | Check-in and meet your peers | Check-in |
| | 9.30 - 11.00 | Official opening and welcome speech<br>Introduction to social mentoring | Official opening and Lecture |
| | 11.00 - 11.30 | NHLStenden Campus Tour | Guided campus tour |
| | 11.30 - 12.30 | Lunch break | Lunch break |
| | 12.30 - 13.30 | Social mentoring in the Dutch contexts and effects of mentoring on HE Dutch students! | Keynote |
| | 13.30 - 14.00 | Effects of social mentoring in the workplace | Keynote |
| | 14.15 - 16.30 | Taste of culture and networking session.<br>Reflection on previous mentoring experiences | Networking session |
| | | | |
| **Day 2** | 9.00 - 10.45 | Mentoring skills: The moral compass by exploring Paul and Elder's intellectual standards. | Interactive workshop |
| | 10.45 - 11.00 | Break | Break |
| | 11.00 - 12.00 | Social Mentoring in the Spanish context | Lecture |
| | 12.00 - 13.00 | Lunch break | Lunch break |
| | 13.00 - 14.30 | Theoretical concepts in social mentoring | Lecture |
| | 14.30 - 16.00 | History and governance of social mentoring programs in Europe | Lecture |
| | 16.00 - 17.00 | Looking back and reflecting and summarizing what you have learnt today. Working on deliverables. | Reflective activity |
| | | | |
| **Day 3** | 9.00 - 10.45 | Mentoring skills: Applying Emotional Intelligence | Interactive workshop |
| | 10.45 - 11.00 | Break | Break |
| | 11.00 - 12.00 | Social mentoring in HE | Lecture |
| | 12.00 - 13.00 | Lunch break and mid program evaluation | Lunch break |
| | 13.00 - 14.30 | Organising social mentoring | Lecture |
| | 14.30 - 16.00 | Social youth mentoring in Europe | Lecture |
| | 16.00 - 17.00 | Looking back and reflecting and summarizing what you have learnt today. Working on deliverables. | Reflective activity |
| | | | |

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| Day 4 | 9.00 - 10.45 | Mentoring skills: Sending interpersonal messages | Interactive workshop |
|---|---|---|---|
| | 10.45 - 11.00 | Break | Break |
| | 11.00 - 12.00 | Social mentoring in the Romanian context | Lecture |
| | 12.00 - 13.00 | Lunch break | Lunch break |
| | 13.00 - 14.30 | Opportunities and Challenges of Relationships in Social Mentoring | Lecture |
| | 14.30 - 16.00 | Social mentoring for migrant newcomers and refugees in Europe | Lecture |
| | 16.00 - 17.00 | Looking back and reflecting and summarizing what you have learnt today. Working on deliverables. | Reflective activity |
| | | | |
| Day 5 | 9.00 - 10.00 | Social mentoring in the Austrian context | Lecture |
| | 10.00 - 11.45 | Mentoring skills: Listening and reading nonverbal messages | Interactive workshop |
| | 11.45-13.00 | Lunch break | Lunch break |
| | 13.00-14.30 | Overall conclusions, evaluation of the program, giving and receiving feedback | Plenary discussion |
| | 14.30-15.00 | Official closing | Saying goodbye |

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## Appendix 3: Experiences of the Implementation and Recommendations and Ideas for Future Implementations

The curriculum was tested as part of a blended intensive program facilitated at NHL Stenden Applied Sciences University, in Leeuwarden, the Netherlands, between the 3rd and the 7th of February 2025. The evaluation was performed using a survey with open and closed questions, an evaluation session with the participants at the end of the course, as well as written reflections collected from participants regarding their experiences within the program. The survey included 17 five point scale items (i.e. 1 = completely disagree, 2 = disagree, 3 = neutral, 4 = agree and 5 = strongly agree), structured on the following themes: five items about organization of the training like organization of the online and face-to-face sessions; quality of information presented, including the syllabus, materials shared, and the overall program; the balance between presentations, discussions, and workshops; the pace of the event; and breaks for networking and recharging. Six items assessed the content including items pertaining to the relevance of the program for personal and professional development; familiarity with the topic; the extent of knowledge gained about social mentoring theory and mentoring skills; and the informativeness of the activities. Two items tested the facilitation focusing on the expertise of the facilitators and whether facilitators encouraged participation and made the sessions interactive. Four items collected feedback for improvement regarding the organization for online and f2f activities, for future implementations and suggested topics for follow-up courses. The survey was digitalied and shared with the participants at the end of the event and also via Teams and e-mail. Data was collected annonymously and no descriptives of the respondents were collected. From the 250 participants 41 filled in the evaluation survey. The quantitative data was analysed using descriptive statistics under the form of percentages and means and the qualitative data using thematic analysis. The findings were clustered under four themes: organization, content, facilitation, tips for improvement.

Fristly, regarding the organisation of the event, the data analysis revealed that the majority of respondents rated the course, nature of the information shared during the online sessions, syllabus handbook, the face-to-face organization of the course, and the overall program schedule as good to very good. The communication from the organizer to participants was also rated as good, however, some students faced challenges accessing the Teams environment, which indicates a need to use better technical support in future implementations for Teams presents some systemic limitations when used interorganisationally. Additionally, participants indicated that the lectures were too long, leading to very long days. They suggested that the program could be improved by including shorter and more interactive sessions, incorporating small group discussions, case studies, and practical exercises to enhance engagement and learning.

Secondly, concerning the content of the program, participants unanimously found the program's focus on mentoring for social inclusion to be very relevant for their personal and professional development. Most participants declared that they were not that familiar with the concept of social mentoring, which highly likely contributed to the high ratings for knowledge acquisition. The majority of the participants rated their knowledge enhancement as 'to the greatest extent' across all topics. This indicates that the content was both relevant and effectively delivered, meeting the educational needs of the participants.

Thirdly, the facilitation of the program received high praise, with most participants rating as good the encouragement for participation and interaction from the facilitators. The balance between presentations, discussions, and workshops was rated as acceptable, but not ideal. Participants suggested that more breaks between sessions would help maintain focus and provide additional networking opportunities. The pace of the event was generally considered appropriate, and the mentoring skills sessions were rated as the most effective activity of het program. Keynote speeches, networking, and lectures were also rated as good. The expertise of the trainers was highly acknowledged, with participants rating them as very good.

Lastly, for future implementations several areas for improvement were identified as: to include more breaks to give participants time to recharge, reflect on the acquired knowledge and encourage networking, to schedule shorter lectures and incorporate more interactive activities, such as practical case-studies to enhance engagement. Additionally, some participants expressed the need to be reminded about the deliverables they needed to submit at

the end of the course. Finally, the participants suggested the program could be improved by including more direct experiences from mentees who could provide valuable insights and enhance the learning experience.

Overall, while the program was well-received and deemed highly relevant, incorporating these improvements could further enhance its effectiveness and participant satisfaction.