



Upskill and Update E-Mentoring through Innovative Tools to Prevent NEET and Disadvantaged Young People

Project Number: 2023-2-IT03-KA220-YOU-000170276

R3.3: Completion of the modules and its maintenance

Activity 3.2: Ideation phase & tools elaboration + Activity 3.3: Module development and debug

Infinitivity Design Labs

Document Version

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Executive Summary

WP3 of the UPPEAL project aimed to develop a comprehensive and user-friendly online toolbox to support the implementation of e-mentoring across diverse European contexts. This work package focused on digitizing the curriculum developed in WP2 and creating an Online Digital Database (ODD) that hosts relevant digital tools used for mentoring. The ODD has been successfully developed and hosted on Moodle and includes tools categorized by function and language availability. The results of WP3 contribute significantly to the UPPEAL project's objectives of enhancing digital competence among youth workers and fostering inclusive, flexible, and transnational mentoring practices.

Introduction

The Online Digital Database (ODD) and online course developed under Work Package 3 (WP3) represent essential digital resources of the UPPEAL project. Led by Infinitivity Design Labs, WP3 aimed to digitally transpose the e-mentoring curriculum developed in WP2 into an engaging, modular online learning format and to compile a curated database of digital tools to support youth workers across Europe.

These outputs directly respond to the Erasmus+ priorities of promoting digital transformation, fostering inclusion of marginalized youth (especially NEET), and strengthening innovation in non-formal education. In particular, WP3 addressed Activities 3.1 to 3.3 of the project plan, encompassing the technical definition of the online platform, the instructional design of the curriculum modules, and the development of the Online Digital Database.

The ODD complements the course by providing practical, pedagogically grounded tools that youth professionals can adopt in their own contexts. Both outputs are accessible via the official UPPEAL Moodle platform and designed to remain active and expandable beyond the project lifecycle.

The online course itself is structured around the six core competence areas defined in the WP2 curriculum: Mentoring Basics, Digital Skills, Pedagogical Skills, Psychosocial Support Skills, Administrative and Organisational Skills, and Coaching and Mediation Skills. Each module is built as a standalone learning unit, allowing learners to complete them independently and receive a certificate of completion. The course is available in all partners' languages, ensuring linguistic

and cultural accessibility. Designed using Moodle, it incorporates interactive storytelling, multimedia content, and self-paced activities to foster learner engagement and promote effective digital mentoring practices.

This report outlines the objectives, methodology, structure, and pedagogical relevance of the ODD and course, while also documenting their alignment with the broader UPPEAL vision for inclusive, digitally empowered youth mentoring

Task 2.1: Definition of the transposition of the curriculum into an online module

Based on the curriculum co-designed in WP2, Task 3.1 focused on transposing this content into an engaging, online course hosted on the UPPEAL Moodle platform. The course is designed for youth workers and professionals supporting NEET and disadvantaged young people and aims to upskill them in digital mentoring practices. This module is grounded in the pedagogical and practical needs identified during WP2 and the requirements elicitation phase (T1.1), ensuring a responsive and inclusive digital learning experience. Rather than delivering a traditional academic course, the module uses storytelling, gamification, and modular flexibility to support experiential, learner-centered engagement.

The curriculum for E-mentoring program, developed in WP2 highlights six main areas:

Module working title	Covered competences from the competence framework	Content - specific requests based on the reports from focus groups and desk-research
Mentoring basics	Understand the role of the mentor Give and receive feedback Ability to manage the relationship throughout its cycle Story telling Attitude for advising	<ul style="list-style-type: none"> - importance of continuous feedback mechanisms - how to tailor the mentorship process - mentoring should not follow a one-size-fits-all approach but instead be tailored to the specific needs and aspirations of the mentees.

Module working title	Covered competences from the competence framework	Content - specific requests based on the reports from focus groups and desk-research
Digital literacy	Ability to use new technologies and to enhance digital literacy	<ul style="list-style-type: none"> - and training on different communication platforms - digital literacy, ensuring that mentors can assist mentees in developing the skills necessary to navigate online job applications, educational platforms, and professional networking tools - Communication platforms - Mentors should be able to use digital platforms to facilitate e-mentoring, manage online groups, and guide youth in using technological resources. Additionally, it is important for mentors to be familiar with digital communication tools, social media, and applications that can facilitate learning and access to relevant information. - mentors could advise on job search skills
Pedagogical skills	Pedagogical skills	<ul style="list-style-type: none"> - adjusting programs to different learning paces - Elaborating specific mentoring programme for different target groups – for example youth with disabilities and unemployed youth from disadvantaged and remote rural areas; - how to introduce game and competitive elements in the mentoring process, in order to eliminate barriers and inconvenience in communication, as well as to improve teamwork competences. Enhancing gamification elements within the curriculum to sustain engagement and motivation among mentees. - how to apply the methods used by social pedagogues and social workers, support and consultation to encourage young

Module working title	Covered competences from the competence framework	Content - specific requests based on the reports from focus groups and desk-research
		<p>people for their education and improve their job prospects in the process of transition from school to employment and preparing individual development plans, daily participation in forms of training and practicing crafts, acquisition of various competencies, etc.</p> <ul style="list-style-type: none"> - identifying and filling the significant gap between traditional education pathways and the needs of NEET youth, understanding the misalignment between their skills and the demands of the labor market.
Psychosocial Support Skills	Ability to consider diversity Ability to assess needs Ability to learn	<ul style="list-style-type: none"> - Include as a first step of the mentoring process the profiling of the NEETs – identify their expectations, strengths and values that can help during the activation process; - deeper understanding of the psychological and structural barriers their mentees face - motivational strategies, helping mentors guide young people toward self-sufficiency and confidence-building. - cultural sensitivity - Incorporating mental resilience and self-confidence-building exercises to address psychological barriers that prevent engagement in education or work. - lack of self-confidence and a sense of inadequacy, stemming from systemic barriers and societal bias. - Emotional Well-being and Confidence Building – A dedicated focus on overcoming trust issues and imposter

Module working title	Covered competences from the competence framework	Content - specific requests based on the reports from focus groups and desk-research
		<p>syndrome through activities that build self-confidence and belonging.</p> <ul style="list-style-type: none"> - interpersonal skills, such as active listening, empathy, and emotional intelligence, to build trust and rapport with youth who feel disengaged or mistrustful. - how to create personalized learning pathways allowing NEET to progress at their own pace
Administrative and organizational skills	<p>Know the career paths of a professional area</p> <p>Ability to establish good relationships and enhance networking</p> <p>Administrative skills</p> <p>Ability to evaluate</p>	<ul style="list-style-type: none"> - practical knowledge of labor market trends were also highlighted as critical areas of expertise for mentors, allowing them to provide tailored support that aligns with current employment conditions. - how to establish a broader network of support services, including educational institutions, job placement programs, and community initiatives - Administrative skills like note taking, profile building. Some participants shared that they would find it useful to have more information on if there is specific information to be filled by the mentor, are their diaries of the consultations and if yes how to fill them, etc. - implementing structured profiling systems to categorize mentees based on their interests and challenges, allowing for more effective mentor-mentee pairings. - Introducing mentoring modules focused on voluntary work as an initial step to

Module working title	Covered competences from the competence framework	Content - specific requests based on the reports from focus groups and desk-research
		<ul style="list-style-type: none"> - reintroduce NEET youth into structured activities. - Practical Navigation Skills – Step-by-step guidance on legal processes, employment preparation, and bureaucratic challenges. This module is particularly important for immigrant youth - overcoming gender specific challenges - tools for career guidance, including knowledge of local resources, job market trends, and pathways for education and training.
Coaching and mediation skills	Ability to listen and communicate effectively Ability to solve problems, mediate and manage bottlenecks Coaching skills	<ul style="list-style-type: none"> -Conflict resolution techniques - interpersonal skills, such as active listening, empathy, and emotional intelligence, to build trust and rapport with youth who feel disengaged or mistrustful. - practical skills, such as goal-setting strategies, conflict resolution, and techniques to foster youth's motivation and resilience, since these qualities are often lacking due to repeated setbacks and low self-esteem

Based on the information provided by the module working title, it has been agreed among partners that transposing the curriculum into an online course would be to design one module to each of the working titles proposed in the curriculum. This meant that each module would present different learning outcomes aligned with the content - specific requests based on the reports from focus groups and desk-research. Furthermore, transposing the curriculum into an online course goes beyond adding the content to a virtual format, it means creating motivating experiences by capitalizing upon the notion of Digital Narratives and non-linear interactive storytelling.

Each module aims to upskill the audience using innovative tools for e-mentoring, specifically designed for youth serving organizations and young mentors. Each module will include opportunities for active learning and exploration, while the learners explore the different aspects of the different components of the curriculum. With that said, it has also been discussed and agreed among all partners that the course will be composed of modules which can be completed independently. Users can choose which modules they would like to explore and upon completing they will receive a certification of completion.

Each module is self-contained and can be accessed in any order, aligning with the flexible learning needs of youth workers. Learning objectives and tasks were informed by the WP2 curriculum and further refined based on personas and user journeys co-created during Task 1.1. The use of gamified elements and narrative scenarios enhances engagement and situational learning. To ensure quality, each module was reviewed by pedagogical experts from IDL and Italian partners, within the consortium, and content was tested on the Moodle platform to ensure technical compatibility.

Each module functions as an independent learning unit, allowing users to complete them in any order, depending on their learning needs and interests. The modular structure supports microlearning and provides certification upon completion of each module, reinforcing motivation and recognition. Activities within the modules include interactive elements, scenario-based learning, and reflective exercises to foster active engagement and the development of practical mentoring competencies.

Module	Topic
Module 1	Mentoring Basics
Module 2	Digital Skills
Module 3	Pedagogical Skills
Module 4	Psychosocial Support Skills

Module 5	Administrative and Organisational Skills
Module 6	Coaching and Mediation Skills

Task 2.2: Elaboration of the requirements for the online module and the e-mentoring tool's database.

Requirements for the Online Module

The requirements for the online module were elaborated through a collaborative and iterative process, drawing directly on the pedagogical principles established in WP2 and structured through the internal guidelines document entitled “UPPEAL WP3 Online Course Guidelines.” This foundational document served as the roadmap for the instructional design and technical implementation of the course within the Moodle environment.

The guidelines outlined a coherent and modular learning experience aligned with adult learning theories (e.g., Gagné’s Nine Events of Instruction, the ADDIE model) and tailored specifically to the needs of youth workers engaged in e-mentoring. Key principles included:

- Clarity and consistency in module structure and navigation
- Inclusive and accessible language, mindful of different literacy levels
- Interactive and engaging formats, encouraging reflection and exploration
- Autonomy, allowing learners to complete modules independently and at their own pace
- Media and visual support, including videos, icons, and infographics to reinforce content
- Formative assessment, with self-check quizzes and practical activities

Each module follows a structure that includes:

1. A short introductory section with the learning objectives

2. A main content body, organized through narratives, text, videos, and graphics
3. Checkpoints with guiding questions, practical exercises, or quizzes
4. A summary and call to action, encouraging learners to apply knowledge
5. Optional further resources, offering deeper exploration on the topic

Furthermore, the course design supports multilingual access and modular navigation. Users can choose any module based on their needs, and upon completion of each, receive a certificate of participation. This flexibility reinforces UPPEAL's commitment to accessibility, user autonomy, and upskilling in diverse contexts.

This elaboration phase ensured that all subsequent content development and Moodle implementation would be consistent with the project's pedagogical and inclusion-focused goals.

E-mentoring tool's database

The tools identified through the WP2 desk research were organized and integrated into the Online Digital Database (ODD) hosted on the UPPEAL Moodle platform. The ODD serves as a central, dynamic repository of digital tools that support the effective implementation of e-mentoring practices across Europe. Developed within the scope of WP3 of the UPPEAL project, the ODD responds to both pedagogical and practical needs by offering a curated collection of tools identified through national best practices and piloting efforts conducted under WP2. Its primary aim is to support the implementation of the UPPEAL e-mentoring curriculum by providing a structured and searchable selection of digital resources aligned with key pedagogical principles. Additionally, the ODD consolidates proven mentoring tools contributed by project partners, showcasing innovative practices across participating countries.

To enhance usability and relevance, the tools are organized according to language availability, national origin, and functional category—facilitating quick identification and adaptation to diverse local and institutional contexts. The ODD also plays a pivotal role in advancing digital transformation within youth work by promoting tools that foster digital readiness and innovation among youth-serving organizations. Designed with inclusion and accessibility in mind, the database features adaptable, multilingual tools that are applicable across various sectors, including education, non-profit initiatives, and corporate mentoring programs. As a key component of the UPPEAL Final Guideline and Toolbox, the ODD is intended to remain a

sustainable, living resource—ensuring long-term transferability and ongoing support for professional development and strategic planning in e-mentoring practices.

Task 2.3 Technical design

Technical Design Online Module

The technical design of the UPPEAL online module was guided by the need to create a modular, learner-friendly, and visually engaging digital learning experience. The structure adheres to best practices in instructional design and ensures compatibility with the Moodle platform, selected as the project's e-learning environment.

A standardized PowerPoint template was developed and shared among all partners to facilitate the coherent development of individual modules. This template includes a clear pedagogical sequence: Module Title → Overview → Learning Objectives → Main Content Sections → Summary → Knowledge Check (Quiz). The design was intentionally flexible to allow each module developer to adapt the structure to the specificity of the topic, while ensuring consistency across the course.

The slide deck also provides:

Layout suggestions to support content clarity and learner engagement



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**Content Sections
(as needed)**

- 3–5 bullet points per slide with short explanatory text
- Visuals/diagrams aligned right or centered



A gallery of icons to maintain visual uniformity and help learners navigate each module



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MODULE ICONS GALLERY	Icon
Module Title / Overview	
Learning Objectives	
Main Content Section	

Tips for accessibility, such as the use of alt-text for images and language simplification



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**Slide title: Real-world Case
Study**

Add text here

This Is A Title

Add text here (3 lines max)

This Is A Title

Add text here (3 lines max)

Guidance on embedding videos and linking to external resources



Media/Scenario

- Insert YouTube embed link
- Describe brief scenario for discussion



Modules were created using this format and will be uploaded to Moodle, where interactive features such as quizzes were integrated. All content will be translated into the project partner's languages, enabling wider access and inclusion. The course is designed to be fully asynchronous, allowing users to complete modules independently and in any sequence.

This design approach ensures a coherent and adaptable technical foundation for the delivery of the UPPEAL e-mentoring training content. Link to the full slidedeck: [UPPEAL MODULE SLIDES-TEMPLATE](#)

Structure and Design of the tools database

The Online Digital Database (ODD) is one of the most practical and forward-looking results of WP3 and is fully embedded within the UPPEAL Moodle platform. More than just a collection of tools, the ODD is a carefully curated resource designed to support youth workers, educators, and mentors across Europe in applying e-mentoring methods in real, everyday settings. It brings together a wide range of digital solutions—many already used in national best practices—making them accessible and relevant for those delivering mentoring activities in educational, nonprofit, and youth work environments.

The ODD is organized with the end user in mind. It's structured around two guiding principles: the language in which each tool is available, and the function it serves in a mentoring process. To help users easily find tools that fit their needs, the database begins with language-based chapters. These allow users to access content in their native or preferred language, while also seeing how those tools are used in specific national contexts. For tools that are available in multiple languages, like Zoom, Trello, or LinkedIn, there is a dedicated section titled "Digital Tools Available in Multiple Languages."

In addition to this, the database offers another helpful way to explore tools—by what they do. Whether a tool is meant for communication, learning management, mentoring itself, project planning, content creation, or file sharing, it is listed in an Index of Tools by Function. This means that users can explore the ODD from different angles: either based on language access or the practical need they want to address.

Each tool entry follows the same clear and simple format. For every tool, users will find its name, main function, who it's designed for, how it's typically used, its cost, where to access it, supported platforms (like web, Android, or iOS), and an explanation of how it supports mentoring from a pedagogical point of view. Many tools also include notes or comments shared by project partners who tested or recommended them.

To make the experience more engaging and intuitive, the ODD also integrates visual and multimedia elements. Logos make it easier to identify tools at a glance, while short videos, demo clips, and screenshots help users understand what a tool looks like and how it works—especially helpful for those who may be new to digital tools or mentoring online.

Beyond being a collection of tools, the ODD plays an important pedagogical role in the UPPEAL project. It's designed to bridge theory and practice, offering digital resources that align with the curriculum and support mentors in delivering flexible, experiential, and inclusive learning opportunities. By encouraging reflection, interaction, and project-based engagement, the ODD contributes to a shift away from traditional models and toward more learner-centered mentoring approaches.

Importantly, the multilingual and multi-functional nature of the ODD ensures that the mentoring experience can be tailored to each user's cultural background, needs, and preferred learning style—supporting one of UPPEAL's core values: inclusion. As part of the broader UPPEAL digital

ecosystem, the ODD empowers youth workers to build customized, scalable, and impactful mentoring pathways that respond directly to the needs of young people across Europe.

Activity 3.3: Module development and debug

T4: Module development and integration with the website.

Following the technical design and standardized template established in Task 2.3, all project partners collaboratively contributed to the development of the e-learning modules. Each partner was responsible for designing one of the six curriculum modules, ensuring content diversity, linguistic accuracy, and relevance to youth mentoring practices across Europe.

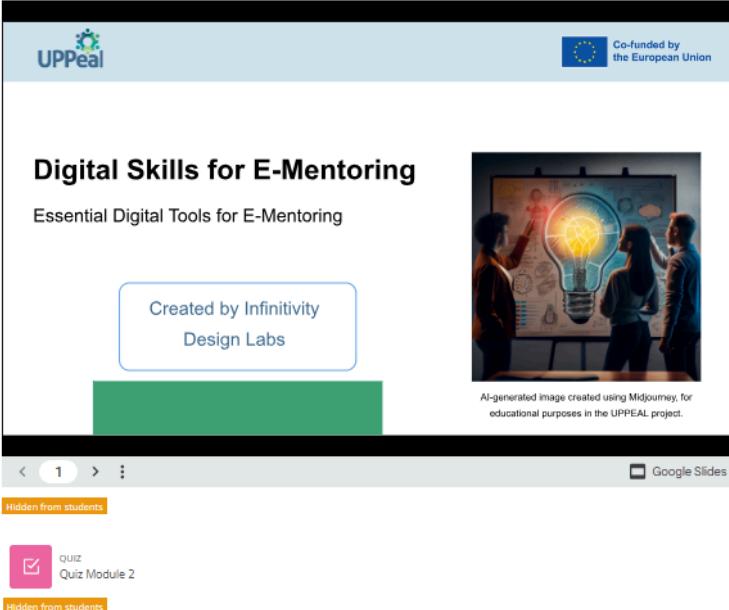
The six modules developed are:

Module	Topic	Lead Partner
Module 1	Mentoring Basics	ICSE & Co (Italy)
Module 2	Digital Skills	Infinitivity Design Labs (France)
Module 3	Pedagogical Skills	EPRALIMA (Portugal)
Module 4	Psychosocial Support Skills	Connect Your City (Cyprus)
Module 5	Administrative and Organisational Skills	Fundación Altius (Spain)
Module 6	Coaching and Mediation Skills	European Information Centre (Bulgaria)

All modules were developed using the PowerPoint format outlined in the technical design and then reviewed by Infinitivity Design Labs (IDL) to ensure consistency in instructional flow, visual identity, and technical compatibility. Once finalised, each module was integrated into the

UPPEAL e-learning platform hosted on Moodle.

 Module 02_Digital Literacy Hidden from students



Digital Skills for E-Mentoring

Essential Digital Tools for E-Mentoring

Created by Infinitivity Design Labs

AI-generated image created using Midjourney, for educational purposes in the UPPEAL project.

Google Slides

Hidden from students

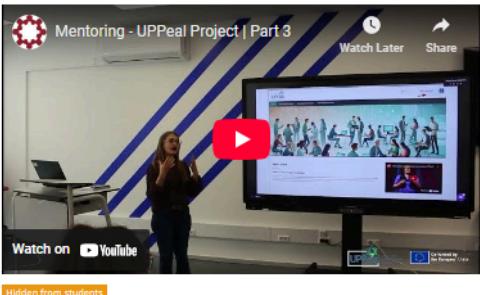
 QUIZ Quiz Module 2

Hidden from students

Mark as done

Additional Material

Explore the UPPEAL Moodle platform and discover the suite of digital tools designed for e-mentoring. This video walks through how mentors and youth workers can access course modules, interactive forums, resources, and integrated assessment tools all within Moodle—showcasing a best-practice framework to support disadvantaged young people and NEETs across Europe.



Mentoring - UPPEAL Project | Part 3

Watch on YouTube

Mark as done

Hidden from students

Screenshot of Module 2 integrated in the UPPEAL moodle platform.

Once finalized, each module was fully integrated into the official UPPEAL e-learning platform, hosted on Moodle. This integration ensured that all learning components, including additional content such as videos, presentations, external links, were seamlessly embedded into the digital

environment. The platform was designed to offer a consistent and intuitive user experience for all participants, regardless of their location or language.

Initially, all course content was developed in English to establish a common foundation across the consortium. Once finalized, the modules were translated into all official project languages—Italian, Portuguese, Bulgarian, and Spanish. To accommodate these language adaptations, each version of the course was set up as a separate, parallel instance within Moodle. This structure allows learners to access the full set of materials in their native language, without compromising the layout or integrity of the content.

 **Co-funded by the European Union** UPPEAL is an Erasmus+ project (00017027 - 2023-2-IT03-KA220-YOU) that forms a cross-sector strategic partnership to upskill staff through a digital curriculum for e-mentoring. This supports innovation in creating, piloting, and disseminating an interactive tool for use by communities across Europe.  

UPPeal

Home Online Digital Database Online Course English (en) ▾

Home > Courses > UPPEAL Online Course

UPPEAL Online Course ▾

Online Course [BG]
[Click to enter this course](#)

Online Course [GR]
[Click to enter this course](#)

Online Course [PT]
[Click to enter this course](#)

Online Course [IT]
[Click to enter this course](#)

Online Course [ES]
[Click to enter this course](#)

Online Course [FR]
[Click to enter this course](#)

Online Course
[Click to enter this course](#)

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The screenshot shows the UPPEal online course interface. At the top, there is a navigation bar with links to 'Начална страница', 'Моите курсове', 'Онлайн дигитална база данни', 'Онлайн курс', and 'Български (bg)'. On the right, there is a user profile for 'Фабиола Фик' and a 'ФФ' button. Below the navigation bar, the breadcrumb navigation shows 'Начална страница > Курсове > Онлайн курс [bg] > Онлайн курс'. There are buttons for 'Включи редактирането' and a gear icon. The main content area displays the first module of the course, titled 'Основи на наставничеството'. It includes a sub-section title 'Подзаглавие: Въведение в наставничеството като инструмент за професионално и личностно развитие', an author note 'Автор: Италианско училище за наставничество - SIM', and a diagram titled 'MENTORING' with various components like 'TRAINING', 'SUPPORT', 'COACHING', 'MOTIVATION', 'ADVICE', and 'SUCCESS'. Below the diagram, there is a 'Google Slides' button. The sidebar on the left lists other modules: 'Модул 02_Дигитални умения за е-наставничество', 'Модул 03_ Педагогически умения', 'Модул 04_Умения за психосоциална подкрепа', 'Модул 05_Административни и организационни умения', 'Модул 06_Умения за коучинг и медиация', and 'Сертификат за завършване'. The 'Сертификат за завършване' section includes a 'ПЕРСОНАЛНИЯН СЕРТИФИКАТ' button and a note about self-check quizzes.

Each language version mirrors the same modular structure, learning outcomes, and navigation flow. This ensures that all users—youth workers, mentors, and other stakeholders—can engage with the materials in an inclusive, accessible, and pedagogically coherent manner. The

multilingual structure reinforces the project's commitment to equity and digital inclusion, enabling participants from all partner countries to benefit equally from the training content.

Development and development and debug ODD

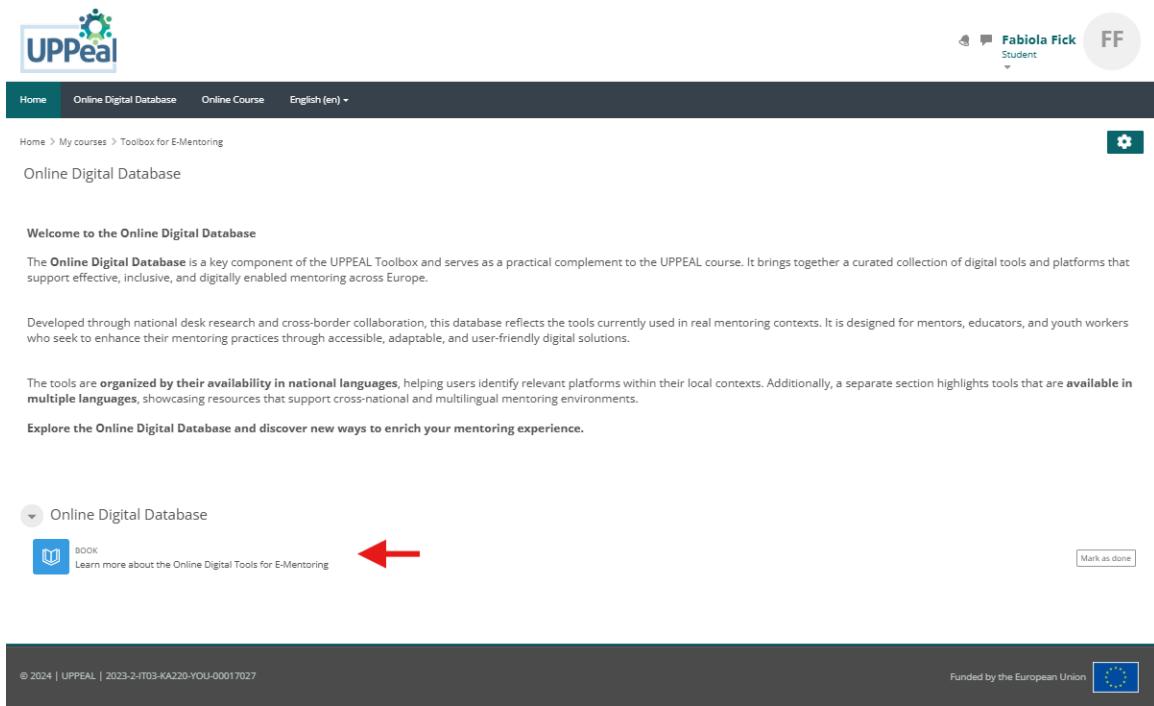
The following screenshots provide visual documentation of the structure, design, and user interface of the ODD as implemented on the UPPEAL Moodle platform, to access the ODD, please follow the link: [Course: Toolbox for E-Mentoring](#). These visuals illustrate the user experience, categorization system, and interface layout used to support youth workers in accessing and applying digital tools for e-mentoring.

Screenshot 1: Access point to the ODD via the UPPEAL Learning Management System (LMS)

The screenshot shows the UPPEAL Learning Management System (LMS) dashboard. At the top, there is a navigation bar with links for 'Home', 'Online Digital Database', 'Online Course', and 'English (en)'. A red arrow points to the 'Online Digital Database' link. In the top right corner, there is a user profile for 'Fabiola Fick' (Student) with a 'FF' icon. The main content area features a large, colorful illustration of a diverse group of people in a modern, collaborative workspace, all using various digital devices like laptops and tablets. Below the illustration, there is a 'Welcome' section with a European Union flag logo and the text 'Co-funded by the European Union'. To the right of the welcome section is a video thumbnail for a TEDx talk by Lori Hunt, titled 'The power of mentoring: Lori Hunt at TEDxC...'. The video thumbnail includes a play button icon.

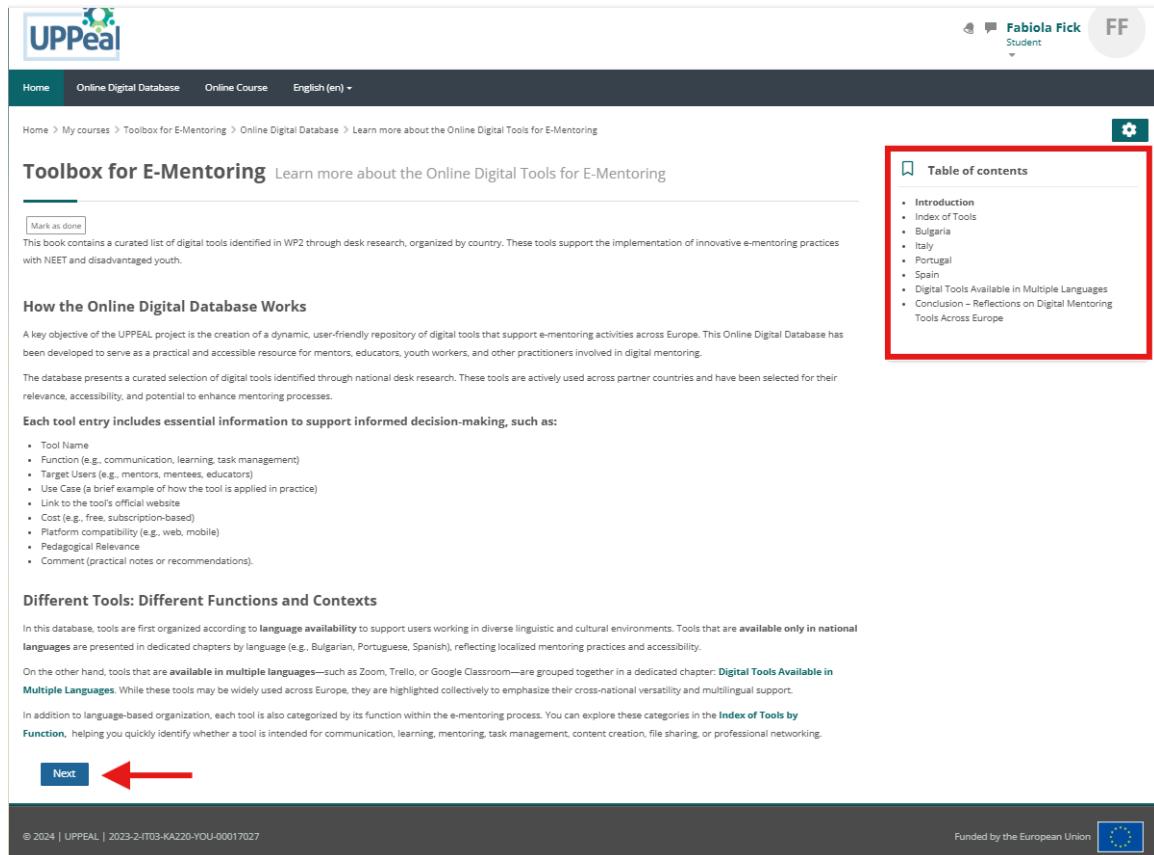
Demonstrate how users enter the Online Digital Database from the platform's dashboard.

Screenshot 2: ODD Landing Page



Shows the welcome message, basic navigation information, and introductory explanations for users.

Screenshot 3: Online Digital Database, landing page.



UPPEAL

Home Online Digital Database Online Course English (en) ▾

Home > My courses > Toolbox for E-Mentoring > Online Digital Database > Learn more about the Online Digital Tools for E-Mentoring

Toolbox for E-Mentoring Learn more about the Online Digital Tools for E-Mentoring

Mark as done

This book contains a curated list of digital tools identified in WP2 through desk research, organized by country. These tools support the implementation of innovative e-mentoring practices with NEET and disadvantaged youth.

How the Online Digital Database Works

A key objective of the UPPEAL project is the creation of a dynamic, user-friendly repository of digital tools that support e-mentoring activities across Europe. This Online Digital Database has been developed to serve as a practical and accessible resource for mentors, educators, youth workers, and other practitioners involved in digital mentoring.

The database presents a curated selection of digital tools identified through national desk research. These tools are actively used across partner countries and have been selected for their relevance, accessibility, and potential to enhance mentoring processes.

Each tool entry includes essential information to support informed decision-making, such as:

- Tool Name
- Function (e.g., communication, learning, task management)
- Target Users (e.g., mentors, mentees, educators)
- Use Case (a brief example of how the tool is applied in practice)
- Link to the tool's official website
- Cost (e.g., free, subscription-based)
- Platform compatibility (e.g., web, mobile)
- Pedagogical Relevance
- Comment (practical notes or recommendations).

Different Tools: Different Functions and Contexts

In this database, tools are first organized according to language availability to support users working in diverse linguistic and cultural environments. Tools that are available only in national languages are presented in dedicated chapters by language (e.g., Bulgarian, Portuguese, Spanish), reflecting localized mentoring practices and accessibility.

On the other hand, tools that are available in multiple languages—such as Zoom, Trello, or Google Classroom—are grouped together in a dedicated chapter: **Digital Tools Available in Multiple Languages**. While these tools may be widely used across Europe, they are highlighted collectively to emphasize their cross-national versatility and multilingual support.

In addition to language-based organization, each tool is also categorized by its function within the e-mentoring process. You can explore these categories in the **Index of Tools by Function**, helping you quickly identify whether a tool is intended for communication, learning, mentoring, task management, content creation, file sharing, or professional networking.

Next 

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Highlights the chapters organized by national availability.

Screenshot 4: Online Digital Database: Index of Tools by Function.

Toolbox for E-Mentoring

Learn more about the Online Digital Tools for E-Mentoring

[Mark as done](#)

This book contains a curated list of digital tools identified in WP2 through desk research, organized by country. These tools support the implementation of innovative e-mentoring practices with NEET and disadvantaged youth.

Index of Tools by Function

Communication & Meetings

Tools that facilitate virtual meetings, direct messaging, and real-time interaction:

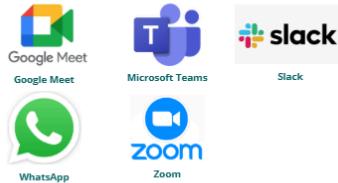


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- **Index of Tools**
- Bulgaria
- Italy
- Portugal
- Spain
- Digital Tools Available in Multiple Languages
- Conclusion – Reflections on Digital Mentoring Tools Across Europe

Learning Management Systems (LMS)

Platforms for organizing learning activities, mentoring content, and feedback loops:



Illustrates the secondary categorization of the tools based on their pedagogical function (e.g. communication, content creation, management).

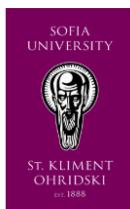
Screenshot 5: Example Chapter - Tools Available in Bulgarian Language

Bulgaria

In Bulgaria, digital mentoring is evolving in line with broader trends of digitalization in youth work and education. The tools presented in this section were identified through national desk research and reflect current practices that support virtual mentoring environments. These tools enable mentors and mentees to connect, plan, and collaborate remotely—enhancing accessibility, engagement, and professional development.

- Digital tools available in multiple languages
- Conclusion – Reflections on Digital Mentoring Tools Across Europe

Tools Available in the Bulgarian Language



EURAXESS Mentoring Programme

Менторска програма на Софийски университет | EURAXESS Mentoring Programme

- Function: Academic and career mentoring
- Target Users: Master's students, PhDs, postdoctoral researchers
- Use Case: A university-based mentoring program that connects young researchers with experienced mentors to support their academic and professional development over a period of six sessions, within up to six months. Participants choose between virtual or in-person formats.
- Link: <https://mentoring.euraxess.bg/node/34>
- Cost: Free (EU-funded)
- Platform: Hybrid (online and in-person)
- Pedagogical Relevance: This mentoring model offers a structured yet flexible framework, combining institutional support with individualized learning pathways. It promotes self-directed learning, planning, and career reflection—all essential competencies in higher education mentoring. The hybrid format encourages accessibility while maintaining personal mentor-mentee connection.

Comment: Scheduling is jointly agreed upon by the mentor and mentee. At least one session must be held in person.



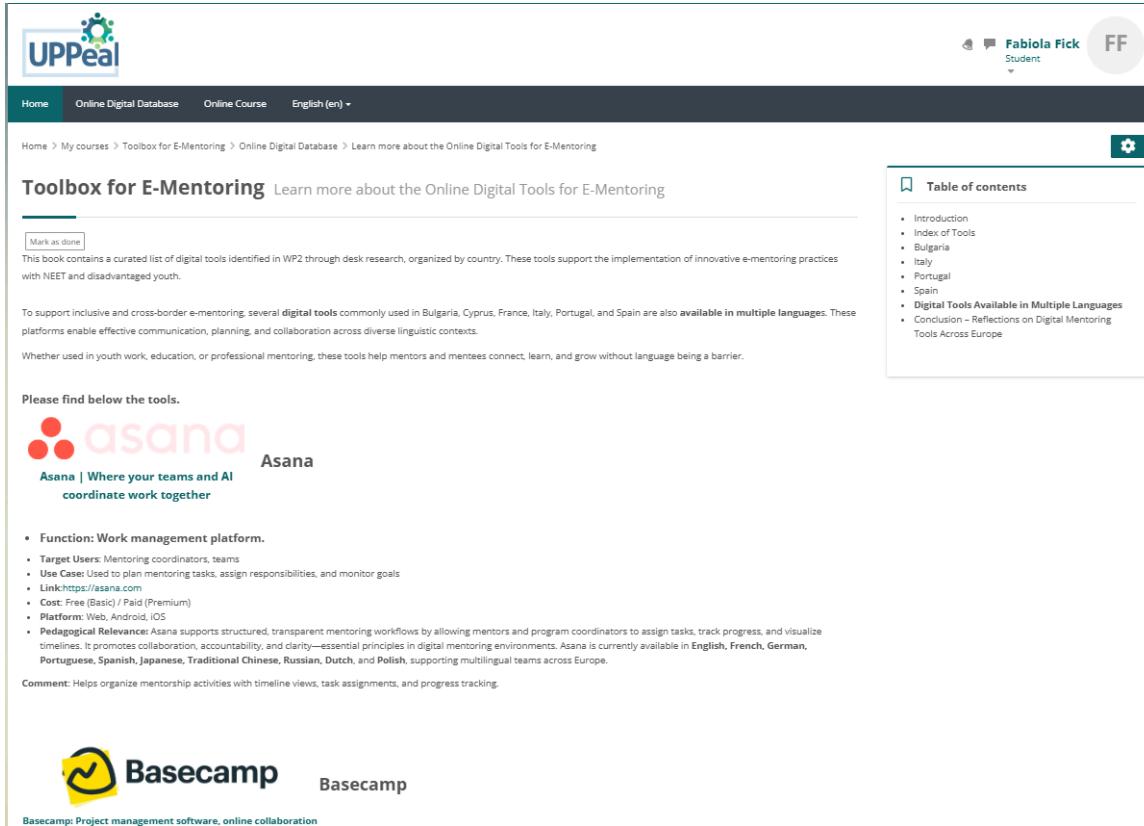
Mentor the Young

Mentor the Young | 3-месечна безплатна менторска програма

- Function: Youth mentoring and development program

Providing an overview of the tools available in Bulgarian Language.

Screenshot 6: Chapter - Digital Tools Available in Multiple Languages.



Toolbox for E-Mentoring Learn more about the Online Digital Tools for E-Mentoring

This book contains a curated list of digital tools identified in WP2 through desk research, organized by country. These tools support the implementation of innovative e-mentoring practices with NEET and disadvantaged youth.

To support inclusive and cross-border e-mentoring, several digital tools commonly used in Bulgaria, Cyprus, France, Italy, Portugal, and Spain are also available in multiple languages. These platforms enable effective communication, planning, and collaboration across diverse linguistic contexts.

Whether used in youth work, education, or professional mentoring, these tools help mentors and mentees connect, learn, and grow without language being a barrier.

Please find below the tools.

Asana
Asana | Where your teams and AI coordinate work together

- Function: Work management platform.
- Target Users: Mentoring coordinators, teams
- Use Case: Used to plan mentoring tasks, assign responsibilities, and monitor goals
- Link: <https://asana.com>
- Cost: Free (Basic) / Paid (Premium)
- Platform: Web, Android, iOS
- Pedagogical Relevance: Asana supports structured, transparent mentoring workflows by allowing mentors and program coordinators to assign tasks, track progress, and visualize timelines. It promotes collaboration, accountability, and clarity—essential principles in digital mentoring environments. Asana is currently available in English, French, German, Portuguese, Spanish, Japanese, Traditional Chinese, Russian, Dutch, and Polish, supporting multilingual teams across Europe.

Comment: Helps organize mentorship activities with timeline views, task assignments, and progress tracking.

Basecamp
Basecamp

Basecamp: Project management software, online collaboration

This screenshot shows the tools with multilingual interfaces, which have been identified in the desk research process in WP2. Due to their broad applicability across countries and programs they have been grouped in this section.

T5: Maintenance and debugging (Sustainability and Next Steps)

The UPPEAL project has successfully delivered these two key digital resources: the Online Digital Database (ODD) and the Online Course for E-Mentoring. These outputs are fully integrated into the UPPEAL Moodle platform and designed to remain accessible beyond the project's duration. Built on open-source, scalable technologies, the platform ensures long-term viability, adaptability, and multilingual access—supporting youth workers and mentors across Europe in their efforts to engage NEET and disadvantaged young people.

The Online Course offers a modular, self-paced learning experience structured around six core competence areas. Each module is designed as a standalone unit, enriched with interactive

storytelling and reflective exercises. Learners can complete modules in any order and receive certification upon completion, reinforcing motivation and recognition. The course is available in all partner languages, ensuring cultural relevance and pedagogical coherence across diverse contexts.

Looking ahead, the consortium will prioritize dissemination, sustainability, and community-building. This involves sharing the platform through multiplier events, webinars, and institutional partnerships, as well as exploring opportunities to align with future Erasmus+ initiatives. Any further feedback received from users or stakeholders will be reviewed and, where relevant, integrated into future updates. In this way, the UPPEAL platform will continue to evolve as a living resource—supporting inclusive, digitally empowered mentoring practices across Europe.